

Rule 6A-5.066 is substantially rewritten to read (see Florida Administrative Code for present text):

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

This rule sets forth the requirements and implementation of the approval process for each type of teacher preparation program offered by a Florida postsecondary institution, public school district or private provider.

(1) Definitions.

(a) “Annual demonstration of experience in a relevant prekindergarten through grade 12 (p-12) school setting” means p-12 school-based experiences occurring yearly that are related to the subject matter and grade levels of the field experience course(s) or internships that the program faculty are assigned to teach or supervise.

(b) “Annual Program Evaluation Plan” or “APEP” means the annual plan developed by each approved educator preparation institute to describe its review and analysis of program candidate and program completer data and how the results will impact continuous program improvements as part of its continued approval process.

(c) “Annual Program Performance Report” or “APPR” means the yearly public report card issued by the Department for a state-approved teacher preparation program that includes results of outcome-based performance metrics specified in sections 1004.04(4)(a), 1004.85(4)(b) and 1012.56(8)(c)2., F.S.

(d) “Confidence interval” means a set of points with a lower limit and an upper limit that represents the range of possible true values represented by a sample estimate drawn from available data. Confidence intervals are usually expressed in terms of a percentage. The higher the percentage, the more confident an individual is that the interval contains the true value.

(e) “Content major” means the academic discipline to which a postsecondary student formally commits, e.g., mathematics, biology, history.

(f) “Continued approval” means that subsequent to an initial approval, a teacher preparation program has been granted the authority to operate for a five-year period. The basis for continued approval is outlined in the documents entitled Florida Department of Education Continued Program Approval Standards for Initial Teacher Preparation (ITP) Programs, Form ITP CAS-2015; Florida Department of Education Continued Program Approval Standards for Educator Preparation Institutes (EPI), Form EPI CAS-2015; and Florida Department of Education Continued Program Approval Standards for Professional Development Certification Programs (PDCP), Form PDCP CAS-2015.

(g) “Critical teacher shortage areas” mean the specific certification areas in high-need content areas and high-priority location areas that are identified annually by the State Board of Education pursuant to Rule 6A-20.0131, F.A.C., in accordance with s. 1012.07, F.S.

(h) “District Program Evaluation Plan” or “DPEP” means the annual plan developed by each approved school district professional development certification program to describe its review and analysis of program candidate and program completer data and how the results will impact continuous program improvements as part of its continued approval process.

(i) “Educator Accomplished Practices” mean those practices described in Rule 6A-5.065 (2), F.A.C.

(j) “eIPEP” or “electronic Institutional Program Evaluation Plan” means a Department-maintained web-based tool for collection and reporting of candidate and completer performance

data on state-approved teacher preparation programs from Florida postsecondary institutions, school districts and private providers.

(k) “Educator preparation institutes” or “EPIs” mean all Florida postsecondary or qualified private provider programs that provide instruction for non-education baccalaureate or higher degree holders under s. 1004.85, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(l) “Equivalent program” means a teacher preparation program that is offered in more than one institution or school district that prepares candidates in the same specific educator certification subject area(s).

(m) “Field experiences” mean activities associated with a teacher’s role that are conducted in prekindergarten through grade 12 settings.

(n) “In-field teacher” means an instructional employee assigned duties in a classroom teaching subject matter or providing direct support in the learning process of students in the area in which the teacher is trained and certified.

(o) “Initial approval” means that a new teacher preparation program has been granted the authority to operate for a five-year period. The basis for initial approval is outlined in the documents entitled Florida Department of Education Initial Program Approval Standards for Initial Teacher Preparation (ITP) Programs, Form ITP IAS-2015; Florida Department of Education Initial Program Approval Standards for Educator Preparation Institutes (EPI), Form EPI IAS-2015; and Florida Department of Education Initial Program Approval Standards for Professional Development Certification Programs (PDCP), Form PDCP IAS-2015.

(p) “Initial teacher preparation programs” or “ITPs” mean all programs offered by Florida postsecondary institutions that prepare instructional personnel under s. 1004.04, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(q) “Institutional Program Evaluation Plan” or “IPEP” means the annual plan developed by each approved ITP program to describe its review and analysis of program candidate and program completer data and how the results will impact continuous program improvements as part of its continued approval process.

(r) “Instructional position” means any full-time or part-time position held by a K-12 staff member whose function includes the provision of direct instructional services to students or provides direct support in the learning process of students as prescribed in s. 1012.01 (2)(a-d), F.S., but not including substitute teachers.

(s) “Placement rate” means the percentage of program completers reported annually by each program who are identified by the Department’s Staff Information System, as prescribed in s. 1008.385(2), F.S., as employed in a full-time or part-time instructional position in a Florida public school district, or if data are available and have been verified, employed in a private p-12 school or out-of-state p-12 school; their first or second year following program completion.

(t) “Professional development certification program” or “PDCP” means a program in which a school district may provide instruction for members of its instructional staff who are non-education baccalaureate or higher degree holders under s. 1012.56(8), F.S., and results in qualification for an initial Florida Professional Educator’s Certificate.

(u) “Program candidate” means an individual who has been admitted into and is currently enrolled in, but has not yet completed a teacher preparation program that prepares instructional personnel to meet the qualifications for a Florida Professional Educator’s Certificate.

(v) “Program completer” means an individual who has satisfied all teacher preparation program requirements under this rule and who meets the qualifications for the Florida Professional Educator’s Certificate.

(w) “Program completer in need of remediation” means an individual who is employed in an instructional position in a Florida public school during the first two years immediately following completion of the program or following initial certification, whichever occurs first, and who earns an evaluation result of developing or unsatisfactory on the school district’s evaluation system implemented under s. 1012.34, F.S.

(x) “Qualified private provider ” means a non-postsecondary institution having evidence of delivering high-quality teacher preparation to other state recipients, including data showing the successful performance of its completers based on student achievement, as specified in s. 1004.85(2)(b).

(y) “Reading endorsement competencies” mean those standards described in Rule 6A-4.0163, F.A.C.

(z) “Retention rate” means the average number of years that program completers who are identified by the Department’s Staff Information System, as prescribed in s. 1008.385, F.S., are employed in a full-time or part-time instructional position in a Florida public school district, or if data are available and have been verified, employed in a private p-12 school or out-of-state p-12 school, in either of the two (2) subsequent years following program completion and within the five-year period following the initial employment

(aa) “Student performance by subgroup” means the performance of students in prekindergarten through grade 12 who are assigned to in-field program completers aggregated by student subgroup, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II), as a measure of how well the teacher preparation program prepares teachers to work with a diverse population of students in a variety of settings in Florida public schools.

(bb) “Ten (10) percent waiver” means that an initial teacher preparation program (ITP) may annually waive admission requirements specified in s. 1004.04(3)(b)(1-2), F.S., for up to 10 percent of the students admitted.

(cc) “Two-year guarantee” means that an initial teacher preparation program (ITP) must provide assurance of the high quality of its program completers during the first two years immediately following completion of the program or following the initial certification of the program completer, whichever occurs first, as specified in s. 1004.04(4)(d), F.S.

(dd) “Uniform Core Curricula” means the following:

1. The standards contained in the Educator Accomplished Practices.
2. For ITPs, the Competencies and Skills for Teacher Certification prescribed in Rule 6A-4.0021, F.A.C.
3. State content standards as prescribed in Rule 6A-1.09401, F.A.C.
4. Scientifically researched reading instruction appropriate to the candidate’s teacher preparation program area as follows:
  - a. ITP candidates in prekindergarten-primary (age3-grade 3), elementary (K-6), reading (K-12) and exceptional student education (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through four (4).
  - b. ITP candidates in middle grades (5-9), secondary (6-12), and elementary and secondary coverage (K-12) certification programs shall be prepared in reading endorsement competencies one (1) and two (2).

c. Candidates in educator preparation institutes (EPI) and professional development certification programs (PDCP) shall be prepared in reading endorsement competency two (2).

5. Content literacy and mathematical practices.

6. Strategies appropriate for the instruction of English language learners so that candidates are prepared to provide instruction in the English language to limited English proficient students to develop the student's mastery of the four language skills of listening, speaking, reading and writing.

a. ITP candidates in prekindergarten-primary (age 3-grade 3), elementary (K-6), middle grades English (5-9), English (6-12) and exceptional student education (K-12) certification programs shall have completed the requirements for teaching limited English proficient students in Florida public schools by meeting the requirements specified in Rule 6A-4.0244, FAC, Specialization Requirements for the Endorsement in English for Speakers of Other Languages.

b. ITP candidates in teacher preparation programs not included in (1)(a)dd6a. shall have completed a college or university level 3-credit hour overview or survey course which addresses at an awareness level the areas specified in Rule 6A-4.02451, FAC, Performance Standards, Skills, and Competencies for the Endorsement in English for Speakers of Other Languages.

7. Strategies appropriate for the instruction of students with disabilities so that candidates are prepared to apply specialized instructional techniques, strategies, and materials for differentiating, accommodating, and modifying assessments, instruction, and materials for students with disabilities.

8. A focus on school safety in which candidates are prepared to create environments in which effective teaching and learning can take place by promoting a physically, emotionally, socially and academically secure climate for prekindergarten through grade 12 students.

(2) Processes for initial request and approval of teacher preparation programs.

(a) The president or chief executive officer of a Florida institution or qualified private provider, or the public school district superintendent who seeks approval to offer a teacher preparation program, shall submit a written request which is further described in the document, Florida Department of Education Request to Submit Form, Form RTS-2014, located at <http://www.fldoe.org/profdev/ictcpa.asp> and <http://www.fldoe.org/profdev/saacp.asp>. The Department will inform the institution, private provider or district superintendent in writing of the request's approval or denial, including the reasons for denial, within 10 days of receipt.

(b) Upon approval of the request, an electronic folio shall be submitted to the Department, which is further described in the documents, Florida Department of Education Initial Program Approval Standards, Form ITP IAS-2015 for ITP programs; Form EPI IAS-2015 for EPI programs; and Form PDCP IAS-2015 for PDCP programs.

(c) The Department shall conduct a review of the electronic folio submitted in support of the request for initial approval within 90 days of receipt. The Department shall notify the institution, private provider or school district in writing of the following:

1. Receipt of the electronic folio.

2. Missing or deficient elements and provide a period of 60 days to submit supplemental information or documentation to address the deficit(s).

3. Approval or denial of approval for each program included in the request. A denial of approval shall identify the reason(s) for the denial and the deficiencies. A program that receives a denial of approval may reapply for initial approval.

(3) Processes for continued approval of teacher preparation programs.

(a) Reporting processes for continued approval are as follows:

1. Each institution, private provider or school district shall annually submit program candidate and completer data to the Department's secure management information system.

2. By November 15 of each year, each institution, private provider or school district shall submit via the Department's eIPEP platform located at <https://www.florida-eipep.org/>, a program evaluation plan on a template provided that is specific to the type of teacher preparation program (IPEP, APEP and DPEP).

3. The Department shall annually provide to each institution, private provider or school district with a state-approved teacher preparation program an Annual Program Performance Report (APPR) that includes program completer data based on the performance metrics specified in ss. 1004.04(4)(a)3., 1004.85(4)(b) and 1012.56(8)(c)2., F.S. Data shall be based on each of the program's completers who were employed as instructional personnel in a Florida public school district or as otherwise provided under subsection (1) of this rule. Performance metrics not applicable to a program shall not be rated.

4. Each performance metric appropriate for a program shall receive a performance level score ranging from one (1) to four (4) that is based on the performance level target points established as follows:

<b>Performance Metrics</b>	<b>Level 4 Performance Target (4 points)</b>	<b>Level 3 Performance Target (3 points)</b>	<b>Level 2 Performance Target (2 points)</b>	<b>Level 1 Performance Target (1 point)</b>
<u>Placement Rate</u> ( <i>not applicable for PDCP programs per s. 1012.56(8), F.S.</i> ) Placement rate is determined by the number of completers who were employed in either the first or second year subsequent to completion.	Placement rate range is at or above the upper 68% Confidence Interval (CI) for the aggregate of all equivalent programs across the state	Placement rate range is at or above the lower 68% CI for the aggregate of all equivalent programs across the state but is still below the upper 68% CI.	Placement rate range is at or above the lower 95% CI for the aggregate of all equivalent programs across the state but is still below the lower 68% CI.	Placement rate is below the lower 95% CI for the aggregate of all equivalent programs across the state.
<u>Retention Rate</u> Retention rate is determined by the average number of years program completers were employed in a 5-year period	The average number of years employed in a 5-year period following initial placement is 4.5 years or more.	The average number of years employed in a 5-year period following initial placement is 3 years to less than 4.5 years.	The average number of years employed in a 5-year period following initial placement is 2 years to less than 3 years.	The average number of years employed in a 5-year period following initial placement is less than 2 years.

following initial employment in either of the 2 subsequent years following completion.				
<u>Performance of Prekindergarten-12 students on statewide assessments using results of student learning growth formula per s. 1012.34, F.S.</u> Score is based on in-field completers from the previous 3-year period who received a student learning growth score from the most recent year.	The average student learning growth score is above 0 within a 95% CI.	The average student learning growth score contains 0 within a 95% CI.	Not calculated.	The average student learning growth score is below 0 within a 95% CI.
<u>Student performance by subgroups data</u> Score is based on in-field completers from the previous 3-year period who received a student learning growth score from the most recent year.	At least 75 percent of subgroups meet or exceed the state standard for performance.	At least 50 percent, but less than 75 percent of subgroups meet or exceed the state standard for performance.	At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance.	Fewer than 25 percent of the subgroups exceed the state standard for performance.
<u>Results of program</u>	At least 30 percent of the	Criteria for Level 4 were not met but at	At least 60 percent of the	Less than 60 percent of the

<u>completers' annual evaluations as specified in s. 1012.34, F.S.</u> Scores are based on completers from the previous 3-year period who received an annual evaluation rating from the most recent year.	program's completers received a highly effective rating and at least 90 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.	least 80 percent of the program's completers received either highly effective or effective ratings and no completers were rated unsatisfactory.	program's completers received a highly effective or effective rating and no more than 5 percent (more than one (1) for n < 20) of the program's completers were rated unsatisfactory.	program's completers received a highly effective or effective rating or more than 5 percent (more than one (1) for n < 20) of the program's completers were rated unsatisfactory.
<u>Production of program completers in statewide critical teacher shortage areas, per Rule 6A-20.0131, F.A.C., in accordance with s. 1012.07, F.S.</u> <b>BONUS ONLY</b> Scores are based on the number of completers from the most recent year compared to the number of completers from the previous year.	The critical teacher shortage program increased the number of program completers compared to the year before with a minimum of 2 completers in each year.			.

5. Each APPR shall receive a summative rating score between 1.0 and 4.0 that is the average of all performance target level scores received by a program. If the program is eligible for the bonus performance metric of production of program completers in a statewide critical teacher shortage area, the summative rating score is weighted and calculated as follows: the average of all other performance target level scores computed for the program (which will consist of between two (2) and five (5) performance targets) multiplied by 0.8, plus the bonus

score of four (4) points multiplied by 0.2, to yield the summative rating score. A program shall receive an APPR if it meets the minimum requirements as follows:

- a. The program shall have three (3) or more completers in the selected cohort time period for the Placement performance metric or Retention performance metric; and
- b. The program shall have two (2) or more completers who received an annual evaluation for the Annual Evaluation performance metric.

6. A program that does not receive an APPR shall receive a summative rating score of 0.0 for that year.

7. The institution, private provider or school district shall have 45 days to review the APPR data on its program completers and summative rating scores, and provide the Department with documentation supporting an error or omission. The Department shall review the documentation and notify the institution, private provider or school district within 15 days of any change to the APPR data and scores.

8. Except as noted in (3)(a)9., during the final year of the program approval period, the Department shall conduct a continued approval site visit that will include a review of each approved program. The purpose of the site visit shall be to review evidence of the program's implementation of the continued approval standards described in the document, Florida Department of Education Continued Program Approval Standards, Form ITP CAS-2015 or Form EPI CAS-2015 or Form PDCP CAS-2015. The site visit shall also include a review of the annual program evaluation plans described in subparagraph (3)(a)2. of this rule. At the end of the site visit, a summative rating score between and including one (1) to four (4) shall be calculated based on the ratings of evidence reviewed and observed during the site visit.

9. A program that has three (3) consecutive years within the continued approval period with no completers shall not receive a continued approval site visit and no summative rating score.

(b) At the end of the continued approval period, the Department shall examine the annual summative rating level scores for each program's APPRs and the summary findings with summative rating scores from the site visit review. The Commissioner shall grant continued approval or denial of approval for each state-approved teacher preparation program based on the continued approval summative rating scale and shall notify the institution, private provider or school district in writing of the decision. The continued approval summative rating for each program is computed by calculating the average of all APPR summative rating level scores over the continued approval period and adding it to the summative rating score for the continued approval site visit. The resulting sum is divided by two (2), yielding an overall "continued approval summative score" (CASS) of 1.0 to 4.0. The continued approval summative rating scale is as follows:

1. Full Approval with Distinction rating: the program has earned a CASS of above 3.5.
2. Full Approval rating: the program has earned a CASS of 2.4 to 3.5

(c) Denial of Approval rating: the program has earned a CASS that is below 2.4. A program that receives a denial of approval rating may reapply for initial approval as specified in subsection (2) of this rule.

(4) Professional Training Option for Content Majors

(a) A postsecondary institution with an approved initial teacher preparation program (ITP) pursuant to subsection (2) of this rule must obtain the approval of the Department in order to offer a Professional Training Option program for content majors attending its institution. An institution seeking approval shall submit its request in writing to the Department.



(b) Upon completion of the Professional Training Option, the individual shall have satisfied professional preparation course work as prescribed in Rule 6A-4.006(2), F.A.C., as well as:

1. Received training in the Educator Accomplished Practices;
2. Received training in reading endorsement competency two (2); and
3. Completed integrated school-based observation/participation field experiences associated with all competencies covered in the Professional Training Option.

(c) To receive approval, the institution must provide evidence of a series of courses that accomplish the required training and field experiences listed in subparagraph (4)(b) 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 subparagraph (4)(b)1-2 or the requirements in Rule 6A-4.006(2), F.A.C., are changed.

(d) In order to maintain approval, an institution must:

1. Report to the Department annually the number of participants enrolled in the program and the number of program completers;
2. Provide an endorsement of transcripts for each individual who completes the Professional Training Option; and
3. Maintain compliance with the requirements pursuant to subparagraph (4)(b) of this rule.

(5) Notwithstanding an applicant's deficiency in meeting the requirements for continued approval set forth in subsection (3), the Commissioner is authorized to grant continued approval of a teacher preparation program where the applicant demonstrates that all statutory requirements are met; the failure to meet a requirement found in subsection (3)(a) is temporary or beyond the control of the applicant; and the Commissioner determines that the deficiency does not impair the ability of the provider to prepare effective teachers.

(6) The following forms are hereby incorporated by reference and made a part of this rule. They are located at <http://www.fldoe.org/profdev/ictcpa.asp> and <http://www.fldoe.org/profdev/saacp.asp>.

(a) Florida Department of Education Initial Program Approval Standards for Initial Teacher Preparation (ITP) Programs, Form ITP IAS-2015.

(b) Florida Department of Education Initial Program Approval Standards for Educator Preparation Institutes (EPI), Form EPI IAS-2015.

(c) Florida Department of Education Initial Program Approval Standards for Professional Development Certification Programs (PDCP), Form PDCP IAS-2015.

(d) Florida Department of Education Continued Program Approval Standards for Initial Teacher Preparation (ITP) Programs, Form ITP CAS-2015.

(e) Florida Department of Education Continued Program Approval Standards for Educator Preparation Institutes (EPI), Form EPI CAS-2015.

(f) Florida Department of Education Continued Program Approval Standards for Professional Development Certification Programs (PDCP), Form PDCP CAS-2015.

(g) Florida Department of Education Request to Submit Form, Form RTS-2015.

*Rulemaking Authority 1004.04, 1004.85, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.56 FS. History—New 7-2-98, Amended 8-7-00, 3-19-06, \_\_\_\_.*