

**SUMMARY OF CHANGES
TO
STATE BOARD OF EDUCATION RULE 6A-5.066**

Adopted June 13, 2000

1. Admission Requirements: Section 6A-5.066(1)(c)3, FAC.

Changes:

Passing score on the College Level Academic Skills Test (CLAST) or the Praxis I added as an admission requirement.

2.5 grade point average added to the bachelor's degree admission requirement option.

Graduate Record Examination (GRE) score of 1000 added as an option for admission for graduate level teacher preparation programs.

SAT/ACT score deleted as an admission requirement option.

Implementation:

New requirements become effective with students entering their freshman year of college in or after the 2000-2001 academic year.

GRE score option for admission to graduate programs may be used for admission effective immediately.

2. Competencies: Section 6A-5.066(1)(c)5, FAC.

Changes:

The rule is updated to include the new subject matter content standards specified by the Education Standards Commission.

Implementation:

Teacher preparation programs shall include instruction in the subject matter content standards specified by the Educator Standards Commission and the Educator Accomplished Practices. In those areas for which the Education Standards Commission has not identified content standards, the competencies and skills required for teacher certification specified in the document "Competencies and Skills Required for Teacher Certification in Florida, Sixth Edition," shall be used.

Program graduates are currently required to demonstrate the Educator Accomplished Practices and the subject area competencies specified in the document “Competencies and Skills Required for Teacher Certification in Florida, Sixth Edition,” prior to program completion. Based on the revision to rule, students entering their freshman year of college in or after the 2000-2001 academic year shall be required to demonstrate the Educator Accomplished Practices and the new content area standards specified by the Education Standards Commission (ESC) for the area they are being prepared to teach. In those areas for which the ESC has not specified content area standards, students will continue to be required to demonstrate the subject area competencies required for certification specified in “Competencies and Skills Required for Teacher Certification in Florida, Sixth Edition.”

3. Curriculum: Section 6A-5.066(3)(b), FAC.

Changes:

Requirements are added for curricular offerings to address the importance of democratic values and institutions, address the contributions of various ethnic groups to society, and stress character development which encourages appreciation of diversity in a pluralistic society.

Implementation:

New requirements become effective with students entering their freshman year of college in or after the 2000-2001 academic year.

Changes:

Curriculum requirements specified:

- Nine (9) semester hours in English to include writing, literature, and speech;
- Nine (9) semester hours in science to include earth science, life science, and physical science, with a minimum of one associated laboratory;
- Nine (9) semester hours in mathematics to include college algebra or above and geometry;
- Twelve (12) semester hours in social sciences to include American history and general psychology; and
- Six (6) semester in humanities to include philosophy and fine arts

Implementation:

New requirements become effective with students entering their freshman year in or after the 2001-2002 academic year. **Requirements in each area (English, math, science, social studies, and humanities) may be satisfied with separate**

courses or integrated courses. Courses currently identified by the institution as English, math, science, social studies, and humanities may continue to be used to meet the above requirements provided the specified components are substantially addressed.

Changes:

Subject area specialization specified:

- Degree major or 30 semester hours in specialization
- Content preparation to demonstrate mastery of the subject matter content standards

Implementation:

New requirements become effective with students entering their freshman year of college in or after the 2000-2001 academic year.

Teacher preparation programs must ensure that new content area standards specified by the Education Standard Commission, as described in Section 6A-5.066 (1)(c)5, FAC, are thoroughly addressed in the program design and graduates of the program are able to demonstrate that they have attained the competencies.

Changes:

Professional Education courses specified:

1. Reading/Literacy Acquisition:

Elementary Education and Prekindergarten/Primary Education Programs: 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.

Middle and Secondary Education Programs: Three (3) semester hours in methods of teaching reading to include strategies, assessment, and teaching reading in the content area.

K-12 Programs: For those areas that are the primary providers of reading instruction, such as exceptional student education, twelve (12) semester hours as specified above for elementary education. Other K-12 programs, such as music, three (3) semester hours as specified above for middle and secondary programs.

2. Three (3) semester hours with integrated content to include classroom management, school safety, professional ethics, and educational law.

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

Implementation:

New requirements become effective with students entering their freshman year of college in or after the 2000-2001 academic year.

Although reading, classroom management, assessment, and human development and learning are the only professional education courses specified in rule, teacher preparation programs must continue to adequately address professional education competencies included in the Educator Accomplished Practices as specified in Section 6A-5.066(1)(b), FAC.

Reading—Six of the twelve (12) semester hours required for elementary education and prekindergarten programs are specified in rule. Courses such as selection of appropriate literature and materials, language arts, foundations of reading, or additional courses in the areas identified in the rule may apply toward the total number of unspecified hours required in reading.

Classroom management—An acceptable three-semester-hour course in this area would have classroom management, school safety, and law and ethics pertaining to classroom management as the primary focus.

Assessment—An acceptable three-semester-hour course in this area should have assessment as the primary focus including understanding of the content measured by state tests and using data to improve student learning.

Human Development and Learning—Acceptable courses in this area include courses such as educational psychology, child development, psychology of learning, and adolescent psychology.

4. Internship: Section 6A-5.066(3)(c), FAC.

Changes:

Internship requirements are further specified.

The final internship shall:

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

- Be conducted under the supervision of high-performing educators.
- Provide the prospective teacher with experiences of progressive responsibility for student learning and classroom management.
- Require demonstration of competency at the preprofessional level on the twelve (12) Educator Accomplished Practices. In demonstrating Educator Accomplished Practice 8, students would be required to demonstrate attainment of the content area standards/competencies.

Implementation:

Final internship experiences must comply with the requirements listed above. In addition, other requirements in statute and rule, such as clinical educator training for postsecondary and school-level supervisors and ensuring a variety of site placements for field experiences, continue to be in effect. Colleges of Education must collaborate with school districts in identifying high performing educators.

5. Instructional Procedures: Section 6A-5.066(3)(d), FAC.

Changes:

Areas of instruction are specified as indicated below:

Courses and experiences shall include instruction, observation, practice, and competency demonstration in the following:

- Instructional strategies that address various learning styles, exceptionalities, achievement levels, and other specialized circumstances;
- Assessment of student learning;
- Appropriate use of technology in instruction and record-keeping; and
- 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.

Implementation:

Teacher preparation programs must ensure that the above areas of instruction are thoroughly addressed.

Program requirements for students entering their freshman year during the 2000-2001 academic year must include coursework which leads to the ESOL Endorsement (15 semester hours, or the equivalent, which thoroughly address the 25 ESOL Performance Standards and the 5 ESOL areas specified in the certification rule for the ESOL Endorsement). Programs to which this requirement applies include: Elementary Education programs, PreK-Primary programs, English programs, and Exceptional Student Education programs which are designed to prepare teachers to provide English language arts instruction for

Limited English Proficient students. All other programs must include three (3) semester hours in ESOL which address, at an awareness level, the five ESOL areas specified in the certification rule for the ESOL Endorsement.

6. Waiver: Section 6A-5.066(3)(f), FAC.

Changes:

Requires institutions to implement strategies to provide assistance to students who are admitted under a waiver of the admission requirements to meet certification requirements.

Implementation:

Beginning with the 2000-2001 academic year, institutions must implement procedures to assist those students who are admitted to a teacher education program under the 10% waiver provision allowed by rule.

7. Program Completion: Section 6-5.066(3)(h), FAC.

Changes:

Passing scores on the basic skills, professional knowledge, and subject area tests were added to state board rule as a program completion requirement.

Demonstration of the Educator Accomplished Practices at the preprofessional level was added to state board rule as a program completion requirement.

Implementation:

Requirement for passing scores on the basic skills, professional knowledge and subject area tests for program completion becomes effective for students entering their freshman year of college in or after the 2000-2001 academic year.

Demonstration of the Educator Accomplished Practices at the preprofessional level for program completion is already required by Continued Program Approval Standard 1.

8. Recency of Experience: Section 6A-5.066(3)(l), FAC.

Changes:

Beginning 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 PK-12 schools at no less than five-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.

Implementation:

The Education Standards Commission (ESC) will be recommending recency requirements to the Commissioner of Education. Continued approval standards will be revised to reflect the ESC's recommendation.

The recency requirement is to become effective with the 2001-2002 academic year.

9. Passing rate on FTCE: Section 6A-5.066(7)(a)2, FAC.

Changes:

Passing rate on the FTCE is increased from 80% to 90% for continued program approval.

Implementation:

Students entering their freshman year in or after the 2000-2001 academic year must pass the FTCE for program completion; however, in the meantime, for continued program approval, 90% of the graduates must pass the FTCE for continued program approval.