

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 provider as set forth in sections 1004.04, 1004.85, and 1012.56(8), Florida Statutes.

(1) Definitions. For the purposes of this rule, the following definitions apply.

(a) “Academic year” means the period of year during which program candidates attend or complete a state-approved teacher preparation program. This includes summer term, fall term, and spring term.

(b) “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 and in a subject matter and grade level setting that are covered by the certification necessary for the field experience course(s) or internships that the program faculty is assigned to teach or supervise. Examples include, but are not limited to, co-teaching with a P-12 educator or providing P-12 instruction directly to P-12 students.

(c) “Annual Program Performance Report” or “APPR” means the yearly public report card issued by the Florida Department of Education (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)(d)2., F.S.

(d) “At-Risk of Low-Performing” means an institution identified as At-Risk of Low-Performing by having an average summative annual APPR rating between 1.80 to 1.94. This rating is based upon an average of all APPR scores within the continued approval period and across the provider’s state approved teacher preparation programs which is weighted by the total number of completers used in the annual calculation of the APPR and excludes years where the APPR was calculated per paragraph (6)(e) of this rule.

(e)(d) “Cohort” means a group of program completers who successfully satisfied all teacher preparation program requirements at any point during the academic year.

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

(g)(f) “Continued approval” means that subsequent to an initial approval, a teacher preparation program has been granted the authority to operate for a seven-five-year period.

(h)(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 section 1012.07, F.S.

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

is incorporated herein by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04963>).

(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.

(k)(+) “Educator preparation institutes” or “EPis” mean all Florida postsecondary or qualified private providers that provide instruction for non-education baccalaureate or higher degree holders under section 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 by more than one provider that prepares candidates in the same specific educator certification subject area(s).

(m)(+) “Field experiences” mean activities associated with an instructional personnel’s role that are conducted in prekindergarten through Grade 12 classroom 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 instructional personnel is trained and certified.

(o)(+) “Initial approval” means that a new teacher preparation program has been granted the authority to operate for a ~~five~~ seven-year period.

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

(q)(+) “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 section 1012.01(2)(a)-(d), F.S., but not including substitute teachers.

(r) “Low-Performing Institutions” means an institution who is identified as low-performing by having an average summative annual APPR rating that is at or below a 1.79. This rating is based upon an average of all APPR scores within the continued approval period and across the provider’s state approved teacher preparation programs and excludes years where the APPR was calculated per paragraph (6)(e) of this rule.

(s) “Professional education competency program” or “PEC program” means a program under section 1012.56(8), F.S., in which instructional personnel with a valid temporary certificate employed by a school district, or private school, or state-supported public school with a state-approved program, may demonstrate mastery of professional preparation and education competence through classroom application of the Florida Educator Accomplished Practices and instructional performance.

~~(t)(q)~~ “Performance of Prekindergarten-12 students on statewide assessments using results of student learning growth formula per section 1012.34, F.S.,” means that the score is based on the performance of P-12 students assigned to in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year for which results are available.

~~(u)(r)~~ “Placement rate” means the number of program completers reported annually by each program to the Department who are identified by the Department’s Staff Information System, as prescribed in section 1008.385(2), F.S., as employed in a full-time or part-time instructional position in a Florida public school district in either the first or second academic year subsequent to program completion. Program completers employed in a private or out-of-state P-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer’s employment as a school administrator as defined in section 1012.01(3)(c), F.S., in a private or out-of-state school, or a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

~~(v)(s)~~ “Production of program completers in statewide critical teacher shortage areas per Rule 6A-20.0131, F.A.C., in accordance with section Section 1012.07, F.S.,” means a bonus score is awarded when the number of program completers in specified critical teacher shortage areas increases from the most recent year compared to the number of program completers from the previous academic year.

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

~~(x)(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.

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

~~(z)(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 (2) 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 section 1012.34, F.S.

~~(aa)(*)~~ “Provider” means a Florida postsecondary institution, private provider, school district, charter school, or charter management organization.

~~(bb)(y)~~ “Reading endorsement competencies” mean those standards described in Rule 6A-4.0163, F.A.C., which is incorporated herein by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04962>).

~~(cc)(z)~~ “Results of program completers’ annual evaluations as specified in section 1012.34, F.S.,” mean that scores are based on program completers from the previous three-year period who received an annual evaluation rating from the most recent academic year.

~~(dd)(aa)~~ “Retention rate” means the average number of years that program completers are employed in a full-time or part-time instructional position in a Florida public school district at any point each year in a five-year period following initial employment in either of the two (2) subsequent academic years following program completion. Program completers employed in a private or out-of-state P-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer’s employment as a school administrator as defined in section 1012.01(3)(c), F.S., in a private or out-of-state school, or a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

~~(ee)(bb)~~ “Student performance by subgroup” means the performance of students in P-12 who are assigned to in-field program completers aggregated by student subgroup, as referenced in sections 1004.04(4)(a)3.d., 1004.85(4)(b)4., and 1012.56(8)(d)2.c., F.S., as a measure of how well the teacher preparation program prepares instructional personnel to work with a diverse population of students in a variety of settings in Florida public schools. The score is based on in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year.

~~(ff)(cc)~~ “Teacher preparation program” means a state-approved course of study, the completion of which signifies that the candidate has met all training and assessment requirements for initial certification to provide direct instructional services to P-12 students.

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

~~(hh)(ee)~~ “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 (2) years immediately following completion of the program or following the initial certification of the program completer, whichever occurs first, as specified in section 1004.04(4)(d), F.S.

~~(ii)(ff)~~ “Uniform Core Curricula” means the following for all state-approved teacher preparation programs, except as noted:

1. The standards contained in the Educator Accomplished Practices.

2. State content standards as prescribed in Rule 6A-1.09401, F.A.C.

3. Scientifically researched and evidence-based reading instructional strategies appropriate to the candidate’s teacher preparation program area as follows:

a. ~~ITP~~ Candidates in prekindergarten-primary (age 3-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. ITP candidates in reading (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through five (5).

~~e. EPI and PDCP candidates shall be prepared in reading endorsement competency two (2).~~

4. Content literacy and mathematical practices.

5. 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 (4) 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, F.A.C., Specialization Requirements for the Endorsement in English for Speakers of Other Languages.

b. ITP candidates in teacher preparation programs not included in sub-subparagraph ~~(1)(ii)5.a.(4)(ff)5.a.~~ of this rule, 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, F.A.C., Performance Standards, Skills, and Competencies for the Endorsement in English for Speakers of Other Languages.

6. 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.

7. Strategies to differentiate instruction based on student needs to include methods for differentiating the content, process,

learning environment, and product of lessons being taught for a diverse array of learners from a variety of backgrounds and with a wide range of abilities. ~~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.~~

8. The use of character-based classroom management that includes methods for the creation of a positive learning environment to promote high expectations and student engagement in meaningful academic learning that enhances age-appropriate social and emotional growth.

(2) Standards for approval of teacher preparation programs.

(a) The following standards must be met for a provider to receive initial and continued approval of a teacher preparation program:

1. Institutional program providers must meet accreditation requirements per subsection (1) of Rule 6A-4.003, F.A.C.

2. Private, non-institutional EPI program providers must receive approval from the Commission For Independent Education, under Chapter 1005, or demonstrate that the program is exempt from the Commission's approval under s. 1005.06, F.S., to operate in the State of Florida to offer a degree, diploma or certificate program.

~~3.1~~ The program admits high-quality teacher candidates who meet state-mandated admission requirements and show potential for the teaching profession;

~~4.2~~ 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;

~~5.3~~ 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; and,

~~6.4~~ The program supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers.

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

(a) At least thirty (30) days prior to an application submission, the president, chief executive officer, or superintendent of a provider who seeks initial approval to offer a teacher preparation program, shall notify the Florida Department of Education of its intent to submit an application for state-approval of a teacher preparation program.

(b) A provider shall submit an application by January 15, April 15, July 15, or October 15, using the Florida Department of Education Initial Program Approval Standards, Form IAS-2019~~2018~~.

(c) The Department shall conduct a review of the application submitted to the Department and notify the provider in writing of the following:

1. Receipt of the application.
2. Missing or deficient elements within thirty (30) days of receipt and provide a period of ten (10) business days for the provider to submit supplemental information or documentation to address the deficit(s).
3. Within ninety (90) days of receipt of a completed application, the approval or denial of each program.
 - a. An approval notice shall provide the program with an initial approval period of seven (7) ~~five (5)~~ years.
 - b. A denial notice shall identify the reason(s) for the denial and the deficiencies. A program that receives a denial may reapply for initial approval in accordance with this subsection.

(4) Reporting requirements for state-approved teacher preparation programs.

(a) State-approved teacher preparation programs shall report the following data to the Department:

1. Each provider shall annually submit program candidate and completer data to the Department's secure management information system.
2. All providers with a state-approved Educator Preparation Institute must annually report via the Department's eIPEP platform located at <https://www.florida-eipep.org/>, results of employer and candidate satisfaction surveys designed to measure the preparation of candidates for the realities of the classroom and the responsiveness of the program to local school districts. ~~preparation of the program completer.~~

3. All state-approved teacher preparation programs must annually report via the Department's eIPEP platform results of employer and completer satisfaction surveys measuring the preparation of completers for the realities of the classroom and the responsiveness of the program to local school districts.

4. All PDCP programs approved per section 1012.56(8), F.S., must annually report via the Department's eIPEP platform located at <https://www.florida-eipep.org/> program performance management data based on information provided by the program on the Florida Department of Education Initial Program Approval Standards Form IAS-2019.

(5) Requirements and processes for continued approval of teacher preparation programs

(a) Continued approval entails requirements that are scored and requirements that are not scored. The requirements for continued approval that are not scored are as follows:

1. Except for programs in critical teacher shortage areas as defined in paragraph ~~(1)(h)(4)(e)~~, the program has at least one completer within the last three (3) years of the continued approval period.

2. Since initial approval, the provider has annually met the reporting requirements under subsection (4);
 3. A provider has submitted the Florida Department of Education Continued Approval, Form CA-~~2019~~2018, during the last year of approval and at least sixty (60) days before a site visit; and,
 4. Based upon the information provided on Continued Approval Form CA-~~2019~~2018, the provider demonstrates that it meets the following requirements:
 - a. The provider admits candidates that meet the state-mandated requirements;
 - b. A provider with a state-approved initial teacher preparation program or an educator preparation institute provides a certification ombudsman;
 - c. The provider only endorses program candidates as completers if the individual has demonstrated positive impact on student learning growth in their certification subject area and passed all portions of the Florida Teacher Certification Examinations;
 - d. A provider with an initial teacher preparation program monitors and remediates program completers who are referred by the employing school district during the first two (2) years immediately following program completion (2-year guarantee);
 - e. The provider ensures that personnel who supervise, instruct, or direct candidates during field experience courses and internships meet the state-mandated qualifications;
 - f. The provider collects and uses multiple sources of data to monitor program progress and performance, including a formal system for continuous program improvement that includes stakeholders; and,
 - g. A provider with an educator preparation institute uses results of employer and candidate satisfaction surveys designed to measure the sufficient preparation of program completers and measuring the institution's responsiveness to local school districts, to drive programmatic improvement.
 - h. A provider with a state-approved initial teacher preparation program uses the results of employer and program completers' satisfaction surveys designed to measure the sufficient preparation of program completers and measuring the institution's responsiveness to local school districts, to drive programmatic improvement.
 - i. Any state-approved teacher preparation program approved per section 1012.56(8), F.S., uses program performance management data to drive programmatic improvements based on information provided by the program on the Florida Department of Education Initial Program Approval Standards Form IAS-2019.
- (b) The requirements for continued approval that are scored are the Annual Program Performance Report (APPR), Continued Approval Site Visit and Evidence of Programmatic Improvement.
- (6) Annual Program Performance Report (APPR).

(a) The Department shall annually issue an Annual Program Performance Report (APPR) that includes program completer data based on the performance metrics specified in sections 1004.04(4)(a)3., 1004.85(4)(b)₂, and 1012.56(8)(d)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.

(b) For purposes of the APPR only, world language (e.g., Arabic, Chinese, French₂, and Spanish); Middle Grades certification subject areas (e.g., Middle Grades Mathematics grades 5-9) and Secondary Level certification subject areas (e.g., Mathematics grades 6-12); and science programs (e.g., Biology and Physics) are considered single programs.

(c) 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:

| Performance Metrics | Level 4 Performance Target (4 points) | Level 3 Performance Target (3 points) | Level 2 Performance Target (2 points) | Level 1 Performance Target (1 point) |
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| Placement Rate (not applicable for PDCP programs per section 1012.56(8), F.S.) | Placement rate is at or above the 68 th percentile of all equivalent programs across the state. | Placement rate is at or above the 34 th percentile and below the 68 th percentile of all equivalent programs across the state. | Placement rate is at or above the 5 th percentile and below the 34 th percentile of all equivalent programs across the state. | Placement rate is below the 5 th percentile of all equivalent programs across the state. |
| Retention Rate | The average number of years employed in the 5-year period following initial placement is 4.5 years or more. | The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years. | The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years. | The average number of years employed in the 5-year period following initial placement is less than 2 years. |
| Performance of | The probability that | The probability that | Not calculated. | The probability |

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| <p>prekindergarten-12 students on statewide assessments using results of student learning growth formula per section 1012.34, F.S.</p> | <p>the average student learning growth among students taught by program completers exceeds the expectations for those students is \geq 95 percent.</p> | <p>the average student learning growth among students taught by program completers exceeds the expectations for those students is \leq 5 percent; AND the probability that the average student learning growth among students taught by program completers falls short of the expectations for those students expectations is \leq 5 percent.</p> | | <p>that the average student learning growth among students taught by program completers falls short of the expectations for those students is \geq 95 percent.</p> |
| <p>Student performance by subgroups data</p> | <p>At least 75 percent of the subgroups meet or exceed the state standard for performance.</p> | <p>At least 50 percent, but less than 75 percent of the subgroups meet or exceed the state standard for performance.</p> | <p>At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance.</p> | <p>Fewer than 25 percent of the subgroups exceed the state standard for performance.</p> |
| <p>Results of program completers' annual</p> | <p>At least 30 percent of the program's</p> | <p>Program did not meet criteria for</p> | <p>Program did not meet criteria for</p> | <p>Program did not meet criteria for</p> |

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| <p>evaluations as specified in section 1012.34, F.S.</p> | <p>completers received a highly effective rating and 90 to 100 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.</p> | <p>Level 4, but at least 80 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.</p> | <p>Level 3, but at least 60 percent of the program's completers received a highly effective or effective rating and no more than 5 percent (more than one (1) for $n \leq 20$) of the program's completers were rated unsatisfactory.</p> | <p>Level 2, 3, or 4.</p> |
| <p>Production of program completers in statewide critical teacher shortage areas, per Rule 6A-20.0131, F.A.C., in accordance with section 1012.07, F.S.;</p> <p>BONUS ONLY, pursuant to subparagraph <u>(1)(h)</u> (3)(a)6. of this rule.</p> | <p>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.</p> | | | |

(d) through (f) No change.

(7) Continued Approval Site Visit.

(a) Each approved program shall receive a site visit during the final year of the continued approval period. If a provider has state-approved ITP and EPI programs, one program of each type shall receive a site visit.

(b) Each approved program provider identified either as a low-performing program as defined in paragraph (1)(r) of this rule for two (2) consecutive years or as at-risk of low-performing for three (3) consecutive years as defined in paragraph (1)(d) of this rule shall receive a site visit using the Florida Site Visit Framework, Form FSVF-2018, create an evidence-based improvement plan and submit annual evidence via the eIPEP platform in order to maintain state approval.

(c) The provider's elementary education program shall be the program reviewed during the site visit in the event a provider offers the program. If an elementary education program is not offered by the provider, the provider's prekindergarten-primary education program will be reviewed during the site visit. If neither of these programs is offered, the provider's program with the largest enrollment will be reviewed during the site visit.

(d)(e) At least two (2) months prior to the site visit, the provider shall submit a self-assessment report to the Department via the eIPEP platform located at <https://www.florida-eipep.org/> that describes the program's strengths, areas for improvement and programmatic improvement efforts for the areas noted in paragraph (7)(e).

(e)(d) During the site visit, using the Florida Site Visit Framework, Form FSVF-2018, the program will be reviewed and scored to determine the extent to which the program:

1. through 3. No change.

(e) through (f) No change.

(8) Evidence of Programmatic Improvement.

(a) Within thirty (30) business days of the provider's receipt of the final site visit report, the provider shall submit an improvement plan to the Department via the eIPEP platform located at <https://www.florida-eipep.org/>. The improvement plan must specify at least three (3) improvement goals; strategies for achieving these goals; and describe the evidence that will be used to measure progress towards these goals.

(b) No change.

(9) No change.

(10) Professional Training Option for Content Majors.

(a) A postsecondary institution with an approved initial teacher preparation program (ITP) pursuant to subsection (3) 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 subsection (2) of 6A-4.006(2), F.A.C., as well as:

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

(c) through (d) No change.

(11) No change.

(12) The following forms are hereby incorporated by reference and made a part of this rule, ~~effective April 2018~~. Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(a) Florida Department of Education Initial Program Approval Standards, Form IAS-~~2019 2018~~
(<http://www.flrules.org/Gateway/reference.asp?No=Ref-09266>) effective October 2020.

(b) Florida Department of Education Continued Approval, Form CA-~~2019 2018~~
(<http://www.flrules.org/Gateway/reference.asp?No=Ref-09267>) effective October 2020.

(c) Florida Site Visit Framework, Form FSVF-2018, effective April 2018,
(<http://www.flrules.org/Gateway/reference.asp?No=Ref-09268>).

Rulemaking Authority 1001.02, 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, 2-17-15, 1-1-18, 4-30-18,