

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), F.S.

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

(a) through (d) No change.

(e) “Candidate Readiness based on passage rates on educator certification examinations under Section 1012.56, F.S., as applicable” means the score that is based on the performance of completers on required assessments for program completion, as measured by first and second attempt pass rates.

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

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

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

(h) “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) “Educator Accomplished Practices” mean those practices described in subsection (2) of Rule 6A 5.065, F.A.C., which is incorporated herein by reference (http://www.flrules.org/Gateway/reference.asp?No=Ref_04963).

(i)(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.

(j)(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.

(k)(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).

(l)(m) “Field experiences” mean activities associated with an instructional personnel’s role that are conducted in

prekindergarten through Grade 12 classroom settings as directed by a state-approved teacher preparation program.

(m) “Florida Educator Accomplished Practices” mean those practices described in subsection (2) of Rule 6A-5.065, F.A.C., which is incorporated herein by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04963>).

(n) “High Demand Teacher Needs 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.

(o)(#) “High-performing schools” mean schools with a school grade of A or B.

(p)(#) “Improving schools” mean schools that have improved a letter grade from the previous year.

(q)(#) “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.

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

(s)(#) “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.

(t)(#) “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.

(u)(#) “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.

(v)(#) “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.

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

~~(w)~~ “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.

~~(x)~~ “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.,” 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.

~~(x)(y)~~ “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.

~~(y)(z)~~ “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.

~~(z)(aa)~~ “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.

~~(aa)(bb)~~ “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.

~~(bb)~~~~(ee)~~ "Provider" means a Florida postsecondary institution, private provider, school district, charter school, or charter management organization.

~~(cc)~~~~(dd)~~ "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>).

~~(dd)~~~~(ee)~~ "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 ~~one~~~~three~~-year period who received an annual evaluation rating from the most recent academic year in accordance with Section 1012.31(3)(a)2, F.S.

~~(ff)~~ "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.

~~(gg)~~ "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.e., 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.

~~(ee)~~~~(hh)~~ "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.

~~(ff)~~~~(ii)~~ "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.

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

1. The standards contained in the Florida Educator Accomplished Practices.

2. No change.

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

a. No change.

b. Candidates in middle grades (5-9), secondary (6-12), ~~and~~ elementary and secondary coverage (K-12), and professional service areas (PK-12) certification programs shall be prepared in reading endorsement competencies one (1) and two (2). Candidates entering a teacher preparation program in the 2022-2023 academic year in a coverage area specified in Section 1012.585(3)(f), F.S., and identified in State Board subsection 6A-4.0051(7), F.A.C., shall be prepared in reading endorsement competencies one (1) through five (5).

c. No change.

4. through 7. No change.

8. Strategies and practices to support evidence-based content aligned to state standards and grading practices.~~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.~~

9. through 10. No change.

(hh) “Workforce Contribution rate” means the number of program completers placed in Florida public and private schools and out-of-state P-12 schools in the first academic year subsequent to program completion with additional weight given to production of program completers in statewide High Demand Teacher Needs areas.

(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 Section 1005.06, F.S., to operate in the State of Florida to offer a degree, diploma or certificate program;

3. through 4. No change.

5. 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. Beginning with candidates entering an EPI program in the 2023-2024 academic school year; and,

a. A candidate who is not serving as a teacher of record upon admittance into an EPI program must complete a minimum of sixty (60) hours of field experiences, as defined in paragraph (1)(l) of this rule, prior to serving as the teacher of record; or

b. A candidate who is serving as a teacher of record upon admittance into an EPI program must complete a minimum of sixty (60) hours of field experiences as defined in paragraph (1)(l) of this rule. The candidate may complete these experiences within the candidate's school setting and the candidate must demonstrate competency in all program requirements; and

6. No change.

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

(a) No change.

(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-~~2023~~2024.

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

1. through 3. No change.

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

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

1. No change.

~~2. All providers with a state approved Educator Preparation Institute must annually report via the Department's eIPEP platform located at <https://www.florida-ei pep.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.~~

~~23. All state-approved teacher preparation programs referenced in Sections 1004.04 and 1004.85, F.S., 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.~~

~~34. 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-ei pep.org/> program performance management data based on information provided by the program on the Florida Department of Education Initial Program Approval Standards Form IAS-20232021.~~

(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 High Demand Teacher Needs ~~critical teacher shortage~~ areas as defined in paragraph (1)(~~n~~)(~~h~~), 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-20232021, 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-20232021, the provider demonstrates that it meets the following requirements:

a. through e. No change.

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 program completers' ~~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; and-

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-~~2023~~2021.

(b) No change.

(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), 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. The APPR is composed of Candidate Readiness, Workforce Contribution, Impact on Student Learning, and Annual Evaluations.~~ Performance metrics not applicable to a program shall not be rated.

(b) For the Workforce Contribution rate metric, included completers employed in Florida public schools are identified by the Department's Staff Information System, as prescribed in Section 1008.385(2), F.S. Program completers employed in a private or out-of-state P-12 school are included in the metric if data are reported by the program and have been verified by the Department. The total number of completers will be reduced if a program provides documentation of a completer's death or disability.

~~(b) For purposes of the APPR only, world language (e.g., Arabic, Chinese, French, 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	Level 3	Level 2	Level 1
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	Performance Target (4 points)	Performance Target (3 points)	Performance Target (2 points)	Performance Target (1 point)
<u>Candidate Readiness</u> <u>based on passage rates</u> <u>on educator</u> <u>certification</u> <u>examinations, as</u> <u>applicable, under</u> <u>Section 1012.56, F.S.</u>	<u>Program completer</u> <u>pass rates on</u> <u>Florida Teacher</u> <u>Certification</u> <u>Examinations</u> <u>(FTCE) without</u> <u>subtests are at or</u> <u>above 85% on first</u> <u>and second</u> <u>attempts. If a</u> <u>program has</u> <u>multiple FTCE, the</u> <u>performance level is</u> <u>averaged.</u>	<u>Program completer</u> <u>pass rates on FTCE</u> <u>without subtests are</u> <u>at or above 75% and</u> <u>less than 85% on</u> <u>first and second</u> <u>attempts. If a</u> <u>program has</u> <u>multiple FTCE, the</u> <u>performance level is</u> <u>averaged.</u>	<u>Program completer</u> <u>pass rates on FTCE</u> <u>without subtests are</u> <u>at or above 65% and</u> <u>less than 75% on</u> <u>first and second</u> <u>attempts. If a</u> <u>program has</u> <u>multiple FTCE, the</u> <u>performance level is</u> <u>averaged.</u>	<u>Program did not</u> <u>meet criteria for</u> <u>Level 2, 3, or 4.</u>
	<u>Program completer</u> <u>pass rates on FTCE</u> <u>with subtests are at</u> <u>or above 70% on</u> <u>first and second</u> <u>attempts. If a</u> <u>program has</u> <u>multiple FTCE, the</u> <u>performance level is</u> <u>averaged.</u>	<u>Program completer</u> <u>pass rates on FTCE</u> <u>with subtests are at</u> <u>or above 60% and</u> <u>less than 70% on</u> <u>first and second</u> <u>attempts. If a</u> <u>program has</u> <u>multiple FTCE, the</u> <u>performance level is</u> <u>averaged.</u>	<u>Program completer</u> <u>pass rates on FTCE</u> <u>with subtests are at</u> <u>or above 50% and</u> <u>less than 60% on</u> <u>first and second</u> <u>attempts. If a</u> <u>program has</u> <u>multiple FTCE, the</u> <u>performance level is</u> <u>averaged.</u>	<u>Program did not</u> <u>meet criteria for</u> <u>Level 2, 3, or 4.</u>
<u>Workforce</u>	<u>Workforce</u>	<u>Workforce</u>	<u>Workforce</u>	<u>Program did not</u>

<p>Contribution Rate Placement Rate (not applicable for PDCP programs per Section 1012.56(8), F.S.)</p>	<p>contribution rate is at or above 90% following the first year of completion with a .5-point value for out-of- state employment, a 1.0-point value for in-state employment, and 1.5-point value for completers of High Demand Teacher Needs certification areas employed in- state. Placement rate is at or above the 68th percentile of all equivalent programs across the state.</p>	<p>contribution rate is 89% to 60% following the first year of completion with a .5-point value for out-of- state employment, a 1.0-point value for in-state employment, and 1.5-point value for completers of High Demand Teacher Needs certification areas employed in- state. Placement rate is at or above the 34th percentile and below the 68th percentile of all equivalent programs across the state.</p>	<p>contribution rate is 59% to 30% following the first year of completion with a .5-point value for out-of- state employment, a 1.0-point value for in-state employment, and 1.5-point value for completers of High Demand Teacher Needs certification areas employed in- state. Placement rate is at or above the 5th percentile and below the 34th percentile of all equivalent programs across the state.</p>	<p>meet criteria for Level 2, 3, or 4. Placement rate is below the 5th percentile of all equivalent programs across the state.</p>
<p>Retention Rate</p>	<p>The average number of years employed in the 5 year period following initial placement is 4.5 years or more.</p>	<p>The average number of years employed in the 5 year period following initial placement is 3 years to less than 4.5</p>	<p>The average number of years employed in the 5 year period following initial placement is 2 years to less than 3 years.</p>	<p>The average number of years employed in the 5 year period following initial placement is less</p>

		years.		than 2 years.
Impact on Student Learning Performance of prekindergarten-12 students on statewide assessments using results of student learning growth formula per Section 1012.34, F.S.	The average student learning growth score among students taught by program completers (Value-Added Model [VAM] score) is rated as highly effective as described in Rule 6A-5.0411, F.A.C. The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is \geq 95 percent.	Program did not meet criteria for level 4 or level 1. The probability that 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.	Not calculated.	The average student learning growth score among students taught by program completers (VAM score) is rated as unsatisfactory as described in Rule 6A-5.0411, F.A.C. The probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is \geq 95 percent.
Student performance by subgroups data	At least 75 percent of the subgroups meet or exceed the state standard for	At least 50 percent, but less than 75 percent of the subgroups meet or	At least 25 percent but less than 50 percent of the subgroups meet or	Fewer than 25 percent of the subgroups exceed the state standard

	performance.	exceed the state standard for performance.	exceed the state standard for performance.	for performance.
Results of program completers' annual evaluations as specified in Section 1012.34, F.S.	At least 50 30 percent of the program's 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.	Program did not meet criteria for Level 4, but at least 90 80 percent of the program's completers received either highly effective or effective ratings, ⁵ and no completers were rated unsatisfactory.	Program did not meet criteria for Level 3, but at least 70 60 percent of the program's completers received a highly effective or effective ratings, and no more than 5 percent (more than one (1) for n ≤ 20) of the program's completers were rated unsatisfactory.	Program did not meet criteria for Level 2, 3, or 4.
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.; BONUS ONLY;	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.			

pursuant to paragraph (1)(h) of this rule.				
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(d) Each APPR shall include a summative rating score between 1.0 and 4.0 that is weighted between 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 for the program is weighted and calculated as follows: Candidate Readiness (30%), Impact on Student Learning (20%), Workforce Contribution (30%), and Annual Evaluations (20%). If a program does not receive a score in one or more of the performance metrics, the weight of the unscored metric(s) will be evenly distributed among the scored metrics. 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 to receive a score for each performance metric are as follows:

1. For the Candidate Readiness metric, the program must have one (1) or more completers in the cohort;

2. For the Impact on Student Learning metric, the program must have three (3) or more completers in the cohort;

3. For the Workforce Contribution metric, the program must have three (3) or more completers in the selected cohort time period for the Placement performance metric or Retention performance metric; and,

4. For the Annual Evaluation metric, the program must have three (3) or more completers in the cohort who received an annual evaluation for the Annual Evaluation performance metric.

(e) Except for programs in their first two (2) years of initial approval, a program that does not earn a score in the Candidate Readiness and Workforce Contribution metrics will receive an APPR shall receive a summative rating an APPR score of 1.0 for that year. A program in the first two years following initial approval will not receive an APPR if the program does not earn a score in Candidate Readiness and Workforce Contribution metrics.

(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. A program with fewer than ten (10) candidates will receive a virtual or hybrid site visit due to program size unless the provider

has additional programs receiving an in-person site visit. For programs with ten (10) or more candidates a site visit may be conducted in-person, virtual, or hybrid. A provider may utilize an accrediting entity nationally recognized by the Council for Higher Education Accreditation (CHEA) site visit if the following conditions have been met:

1. The provider's continued approval summative average APPR rating is at or above 3.0;

2. The provider received a site visit in 2019 or later by the Department and received an average site visit rating at or above Good on the Florida Site Visit Framework; and

3. The provider has been accredited for at least two (2) years by the accrediting entity nationally recognized by CHEA.

(b) Each approved program provider identified either as a low-performing program as defined in paragraph (1)(u)(~~†~~) 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-2021, create an evidence-based improvement plan and submit annual evidence via the eIPEP platform in order to maintain state approval.

(c) Site visits will be conducted utilizing the Florida Site Visit Framework, Form FSVF-2021. Review Areas 3 (Quality of Clinical Placement, Feedback, and Candidate Performance) and 4 (Quality of Program Performance Management) will be conducted at the provider level. Review Area 2 (Quality of Content Knowledge and Teaching Methods) will be conducted at the program level. The programs for review will be selected based on the following criteria:

1. Elementary Education program;

2. Largest enrolled program;

3. Second largest enrolled program; and

4. Low performing programs based on APPR performance metrics.

~~(e) 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) At least sixty (60) days ~~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)(c)(d).

(e) During the site visit for state-approved ITP and EPI programs, using the Florida Site Visit Framework, Form FSVF-2021, the provider program will be reviewed and scored to determine the extent to which it the program:

1. Ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement- (Review Area 2 on Form FSVF-2021);

2. 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- (Review Area 3 on Form FSVF-2021); and

3. Supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers- (Review Area 4 on Form FSVF-2021).

(f) Each of the three site visit review areas found in paragraph subparagraphs (7)(c)(d)1., 2. and 3., shall be scored. If multiple ITP programs are being reviewed, Review Area 2 will be averaged in order to obtain the final score for this area. A score of one (1) indicates the review area is inadequate, a score of two (2) indicates the area is needs improvement, a score of three (3) indicates the area is good, a score of four (4) indicates the area is strong.

(g) No change.

(h) If providers utilize the nationally recognized accrediting entity for the site visit option, providers must submit the final site visit report to the Department's eIPEP platform at <https://www.florida-eipep.org/> within thirty (30) business days of receipt.

(8) No change.

(9) Continued Approval Summative Score and Ratings.

(a) The Department shall determine the Continued Approval Summative Score for all programs based on the following components:

1. through 3. No change.

(b) In order to calculate the continued approval summative score, the weights for each component of the continued approval summative score are 50% for the APPR Average Summative Rating, 20% for the Continued Approval Site Visit Rating, and 30% for Evidence of Programmatic Improvement Rating. For example, if a program received the following three (3) ~~four (4)~~ scores in each of the components: APPR Average Summative Rating of 3.2,

Continued Approval Site Visit Rating of 3, and Evidence of Programmatic Improvement Rating of 4, the continued approval summative score would be $(.50 * 3.2) + (.20 * 3) + (.30 * 4) = 3.4$. If providers utilize a nationally recognized accrediting entity for the site visit option, the weights for each component of the continued approval summative score are 70% for the APPR Average Summative Rating and 30% for Evidence of Programmatic Improvement Rating.

(c) No change.

(10) Professional Training Option for Content Majors.

(a) No change.

(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, F.A.C., as well as:

1. Received training in the Florida Educator Accomplished Practices;

2. through 3. No change.

(c) through (d) No change.

(11) No change.

(12) The following forms are hereby incorporated by reference and made a part of this rule. 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-~~2023~~2021 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-43736>) effective ~~June 2023~~ November 2021.

(b) Florida Department of Education Continued Approval, Form CA-~~2023~~2021 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-43737>) effective ~~June 2023~~ November 2021.

(c) No change.

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, 10-24-19, 11-23-21.