

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 (b) No change.

(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 subsection (6) of this rule. Sections 1004.04(4)(a), 1004.85(4)(b), and 1012.56(8)(d)2., F.S.

(d) through (u) No change.

(v) “Professional education competency program” or “PEC program” means a program under Section 1012.56(9)(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) No change.

(x) “Professional learning development certification program” or “PLCP 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) through (ff) No change.

(gg) “Uniform Core Curricula” means ~~the following for~~ all state-approved teacher preparation programs must provide evidence of candidates completing training noted in corresponding Sections 1004.04(2), 1004.85(3), and 1012.56(8), F.S., in addition to ~~except as noted:~~

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

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

1. 3. Scientifically researched and evidence-based reading instructional strategies that is grounded in the science of reading. The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies for foundational skills may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. These strategies appropriate to the candidate’s teacher preparation program area are as follows:

a. through c. No change.

~~4. Content literacy and mathematical practices.~~

~~2. 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. No change.

b. ITP candidates in teacher preparation programs not included in sub-subparagraph (1)(gg)2.(ii)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.~~

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

~~9. Strategies appropriate for the early identification of students in crisis or experiencing a mental health challenge the referral of such student to a mental health professional for support.~~

~~10. Strategies to support the use of technology in education and distance learning.~~

(hh) No change.

(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. through 3. No change.

4. 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 including:

a. The use of high-quality instructional materials as defined by the curricular materials on the Commissioner of Education's

state-adopted list of materials for any adoption cycle as found at www.fldoe.org/academics/standards/instructional-materials/; and

b. Candidates in a state-approved teacher preparation program shall utilize the materials on lesson preparation and implementation to positively impact student outcomes.

5. through 6. No change.

(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 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.

3. All PLCP ~~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-2023.

(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. through 3. No change.

4. Based upon the information provided on Continued Approval Form CA-2023, the provider demonstrates that it meets the following requirements:

a. through b. No change.

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 satisfied ~~passed~~ all portions of the Florida Teacher Certification Examinations;

d. through f. No change.

~~g. A provider with an educator preparation institute uses 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;~~

g. 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

h. 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.

(b) No change.

(6) Annual Program Performance Report (APPR).

(a) The Department shall annually issue an APPR. 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. ITPs will receive annual APPR summative rating scores, known as Initial Teacher Preparation Summative APPR, averaged across all of the provider’s state-approved initial teacher preparation programs. The rating score is then weighted by the total number of completers used in the annual calculation of the APPR summative rating. The Initial Preparation Summative APPR ranges between 1.0 and 4.0.

(b) No change.

(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)
Candidate Readiness based on passage rates on educator certification examinations, as applicable, under Section 1012.56, F.S.	Program completer pass rates on Florida Teacher Certification Examinations (FTCE) without subtests are at or above <u>90</u> 85 % on first and second attempts. If a program has multiple FTCE, the performance	Program completer pass rates on FTCE without subtests are at or above <u>80</u> 75 % and less than <u>90</u> 85 % on first and second attempts. If a program has multiple FTCE, the performance level is averaged.	Program completer pass rates on FTCE without subtests are at or above <u>80</u> 75 % on first and second attempts. If a program has multiple FTCE, the performance level is averaged.	Program did not meet criteria for Level 2, 3, or 4.

	level is averaged.			
	Program completer pass rates on FTCE with subtests are at or above 7570 75% on first and second attempts. If a program has multiple FTCE, the performance level is averaged.	Program completer pass rates on FTCE with subtests are at or above 6560 65% and less than 7570 75% on first and second attempts. If a program has multiple FTCE, the performance level is averaged.	Program completer pass rates on FTCE with subtests are at or above 50% and less than 6560 65% on first and second attempts. If a program has multiple FTCE, the performance level is averaged.	Program did not meet criteria for Level 2, 3, or 4.
Workforce Contribution Rate	Workforce 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.	Workforce 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.	Workforce 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.	Program did not meet criteria for Level 2, 3, or 4.
Impact on Student Learning	The average student learning growth score among students taught by program completers (Value-Added Model	Program did not meet criteria for level 4 or level 1.	Not calculated.	The average student learning growth score among students taught by program completers (VAM

	[VAM] score) is rated as highly effective as described in Rule 6A-5.0411, F.A.C.			score) is rated as unsatisfactory as described in Rule 6A-5.0411, F.A.C.
Results of program completers' annual evaluations as specified in Section 1012.34, F.S.	At least 50 percent of the program's completers received a highly effective rating and 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 percent of the program's completers received either highly effective or effective ratings.	Program did not meet criteria for Level 3, but at least 70 percent of the program's completers received a highly effective or effective ratings.	Program did not meet criteria for Level 2, 3, or 4.

(d) through (f) No change.

(7) through (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. No change.

2. Continued Approval Site Visit Rating: The average of all scores issued for each review area as specified in paragraph

(7)(c)(d). The continued approval site visit rating ranges between 1.0 and 4.0.

3. No change.

(b) through (c) No change.

(10) through (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 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-15444>) effective ~~September~~ June 2023.

(b) Florida Department of Education Continued Approval, Form CA-2023 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-15445>) effective ~~September~~ June 2023.

(c) No change.

Rulemaking Authority 1001.02(1), (2)(n), 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, 6-27-23.