

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 (bb) No change.

(cc) “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) through (ff) No change.

(gg) “Uniform Core Curricula” means the set of standards and practices for which all state-approved teacher preparation programs, ~~programs must provide instruction evidence of candidates completing training noted in~~ corresponding Sections 1004.04(2), 1004.85(3), and 1012.56(8), F.S., ~~in addition to:~~ Uniform Core Curricula also includes ~~1-~~ 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. ~~Candidates in prekindergarten primary (age 3-Grade 3), elementary (K-6), and exceptional student education (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through four (4). 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).~~

b. ~~Candidates in middle grades (5-9), secondary (6-12), 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).~~

e. ~~ITP candidates in reading (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through five (5).~~

~~2. 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)(gg)2 of this rule, shall have completed a college or university level 3-credit hour overview or survey course which addresses 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.~~

(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. No change.

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

5. The program ensures that candidates satisfy the following additional requirements:

a. Beginning in the 2022-2023 academic year, candidates entering a teacher preparation program in a coverage area identified in Rule 6A-4.0051(7), F.A.C., must successfully complete all competencies required for a reading endorsement, which consists of reading endorsement competencies one (1) through five (5), to complete the program.

b. Candidates entering a teacher preparation program in exceptional student education (K-12) must be prepared

in reading endorsement competencies one (1) through four (4). Beginning in the 2025-2026 academic year, candidates entering a teacher preparation program in exceptional student education (K-12) must successfully complete all competencies required for a reading endorsement to complete the program.

c. Candidates in teacher preparation programs not included in sub-subparagraphs (2)(a)5.a.-b. of this rule, must be prepared in reading endorsement competencies one (1) and two (2).

d. 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 must 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.

e. ITP candidates in teacher preparation programs not included in sub-subparagraph (2)(a)5.d. of this rule, must have completed a college or university level 3-credit hour overview or survey course which addresses 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.

~~6.5.~~ 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:

a. through b. No change.

~~7.6.~~ 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, must ~~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 must ~~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.

(c) The Department ~~will~~ ~~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.

a. An approval notice ~~will~~ ~~shall~~ provide the program with an initial approval period of seven (7) years.

b. A denial notice ~~must~~ ~~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 ~~must~~ ~~shall~~ report the following data to the Department:

1. Each provider ~~must~~ ~~shall~~ annually submit program candidate and completer data to the Department's secure management information system.

2. through 3. No change.

(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 ~~authorizes~~ ~~endorses~~ program candidates as completers if the individual has demonstrated positive impact on student learning growth in their certification subject area and satisfied all portions of the Florida Teacher Certification Examinations;

d. through h. No change.

(b) No change.

(6) Annual Program Performance Report (APPR).

(a) The Department ~~must~~ ~~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 ~~will~~ ~~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 ~~will 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:

	Level 4	Level 3	Level 2	Level 1
Performance Metrics	Performance Target (4 points)	Performance Target (3 points)	Performance Target (2 points)	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 90% 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 80% and less than 90% 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 65% and less than 80% 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.
	Program completer pass rates on FTCE with subtests are at or above 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 65% and less than 75% on first and second attempts. If a program has multiple FTCE, the	Program completer pass rates on FTCE with subtests are at or above 50% and less than 65% on first and second attempts. If a program has multiple FTCE, the	Program did not meet criteria for Level 2, 3, or 4.

		performance level is averaged.	performance level is averaged.	
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 [VAM] score) is rated as highly effective as described in Rule 6A-5.0411, F.A.C.	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 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.
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(d) Each APPR ~~will shall~~ include a summative rating score between 1.0 and 4.0 that is weighted between all performance target level scores received by a program. 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 minimum requirements to receive a score for each performance metric are as follows:

1. through 4. No change.

(e) ~~An ITP 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 of 1.0 except an ITP in its first two (2) years of initial approval. ~~An ITP~~ A program in the first two (2) years ~~of following~~ initial approval will ~~not~~ receive an APPR if the program does ~~not~~ earn a score in Candidate Readiness and Workforce Contribution metrics.

(f) EPIs and PLCPs that do not earn a score in the Workforce Contribution metric will receive an APPR of 1.0 except EPIs and PLCPs in their first two (2) years of initial approval. EPIs and PLCPs in the first two (2) years of initial approval will receive an APPR if the program does earn a score in the Workforce Contribution metrics.

~~(g) (f)~~ The provider ~~must shall~~ have thirty (30) business days from the date the Department transmitted the

APPR data to review the data on its program completers and summative rating scores, and provide the Department with documentation supporting an error or omission. The Department ~~must~~ ~~shall~~ review the documentation and notify the provider within fifteen (15) business days of receipt of the supporting documentation of any change to the APPR data and scores.

(7) Continued Approval Site Visit.

(a) Each approved program ~~must~~ ~~shall~~ receive a site visit during the final year of the continued approval period. If a provider has state-approved ITP and EPI programs, each type ~~will~~ ~~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. through 3. No change.

(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 ~~must~~ ~~shall~~ receive a site visit using the Florida Site Visit Framework, Form FSVF-2024 ~~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-2024 ~~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. through 4. No change.

(d) At least sixty (60) days prior to the site visit, the provider ~~must~~ ~~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).

(e) During the site visit for state-approved ITP and EPI programs, using the Florida Site Visit Framework, Form FSVF-2024 ~~FSVF-2021~~, the provider will be reviewed and scored to determine the extent to which it:

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-2024~~ FSVF-2024);

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-2024~~ FSVF-2024); 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-2024~~ FSVF-2024).

(f) Each of the three site visit review areas found in paragraph (7)(c), ~~must~~ 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) Prior to issuance of a final site visit report by the Department, a preliminary site visit report ~~will~~ shall be provided to the provider in order to afford the provider the opportunity to provide clarifying information.

(h) 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 ~~must~~ 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) By June 1 for providers with fall site visits, or December 1 for those with spring site visits, the provider ~~must~~ shall provide to the Department a progress report that includes evidence measuring progress towards the goals identified in the improvement plan. The progress report ~~will~~ shall be submitted via the eIPEP platform located at <https://www.florida-eipep.org/>.

(9) Continued Approval Summative Score and Ratings.

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

1. through 3. No change.

(b) through (c) 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 must shall submit its request in writing to the Department.

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

1. 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) through (b) No change.

(c) Florida Site Visit Framework, Form FSVF-2024 ~~FSVF-2021~~, effective August 2024 ~~November 2021~~, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-43738>).

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, 6-27-23, 9-26-23.