FLORIDA DEPARTMENT OF EDUCATION

CHARLIE CRIST
Commissioner

David C. Ashburn
Director
Division of Professional Educators

May 28, 2002

M E M O R A N D U M

TO: Deans and Directors of Teacher Education

FROM: David Ashburn

SUBJECT: **Tests Required for State-Approved Program Admission and Completion**

The purpose of this memorandum is to clarify the testing requirements for **admission** to a state-approved teacher preparation program and for **completion** of a state-approved program.

Current Admission Requirements

According to Rule 6A-5.066, FAC, which is currently in effect, for admission to a state-approved teacher preparation program, at least 90 percent of those who are admitted must meet the following:

a. Have a grade point average of at least 2.5 on a 4.0 scale for the general education courses of undergraduate studies, or have completed requirements and been awarded a baccalaureate degree with a minimum grade point average of 2.5 on a 4.0 scale from any college or university accredited by a regional accrediting association as defined in Rule 6A-4.003, FAC, and

b. Demonstrate mastery of general knowledge including the ability to read, write, and compute by passing the College Level Academic Skills Test (CLAST) or the PRAXIS I: Academic Skills Test. For graduate level teacher preparation programs, a total Quantitative-Verbal Graduate Record Examination (GRE) score of one thousand (1000) may be accepted.

Admission Requirements Effective July 1, 2002

Effective July 1, 2002, the admission requirements indicated in a. and b. above will remain the same. Consideration is being given to the entire arena of postsecondary assessment as the Florida Board of Education develops its strategic plan.

Program Completion Requirements

Rule 6A-5.066, FAC, further specifies that **passing scores on all tests required for certification shall be a requirement for program completion**. (This requirement became **effective with students who entered their freshman year of college in or after Fall 2000. Therefore, in most cases, these students will be completing their programs beginning Spring 2004 or later.)** The tests required for certification and program completion include a basic skills/general knowledge test, a professional skills test, and a subject area test.

Currently, the **CLAST** is used as the test of general knowledge/basic skills for educator certification. **Beginning July 1, 2002,** a new Florida-developed general knowledge/basic skills test will be implemented as an educator certification requirement. **CLAST** passing scores will be **acceptable for certification and thus program completion if earned prior to July 1, 2002. CLAST scores earned after July 1, 2002, will not be acceptable for certification or program completion. PRAXIS I scores will not be acceptable for certification or program completion beginning July 1, 2002.**

The examinations required for certification and thus program completion must be determined on an individual basis. The only examination required for certification and program completion for those candidates who already hold a valid Florida Professional Educators Certificate will be the appropriate subject area examination. However, candidates who do not hold a valid Florida Professional Educators Certificate will be required to pass all required certification examinations, basic skills/general knowledge, professional skills, and subject area.

If you have questions or if we may be of further assistance, please do not hesitate to contact Barbara Harrell or Betty Blue at 850/922-9747 or harrelb@mail.doe.state.fl.us or blueb@mail.doe.state.fl.us.

DA/bch

6A-5.066 Approval of Preservice Teacher Preparation Programs.

(1) General Criteria.

(a) The Department of Education is authorized to approve preservice teacher preparation programs and to grant extensions of approvals in accordance with the provisions of this rule. Each approval or extension shall be for the period of time determined by the Department of Education but shall not exceed five (5) years.

(b) Each institution seeking initial approval of a teacher preparation program shall submit a request in writing from the chief executive officer to the Commissioner and include documentation of all components prescribed in subsection (3) of this rule. The request shall specify the certification areas and levels for which approval is sought.

(c) Public and nonpublic colleges and universities requesting approval of a preservice teacher preparation program(s) shall meet the following conditions:

1. Have legal authority to grant appropriate baccalaureate or post-baccalaureate degrees for an area of certification specified in Chapter 6A-4, FAC., and meet requirements for recognition as prescribed in Rule 6A-4.003(1), FAC.

2. State the qualitative and quantitative requirements for graduation and provide an endorsement of transcripts for students who complete an approved teacher preparation program.

3. Submit annually to the Department a list of students admitted to each teacher preparation program which documents that at least ninety (90) percent of the students admitted to a teacher preparation program meet the following admission requirements:

a. Have a grade point average of at least 2.5 on a 4.0 scale for the general education courses of the undergraduate studies, or have completed requirements and been awarded a baccalaureate degree with a minimum grade point average of 2.5 on a 4.0 scale from any college or university accredited by a regional accrediting association as defined in Rule 6A-4.003, FAC., and

b. Demonstrate mastery of general knowledge, including the ability to read, write, and compute by passing the College Level Academic Skills Test (CLAST) or the Praxis I: Academic Skills Test. Passing standards for the College-Level Academic Skills Test are prescribed in Rule 6A-10.0312, FAC. Passing standards for the Praxis I are prescribed in Rule 6A-4.0021, FAC. For graduate level teacher preparation programs, a total Quantitative-Verbal Graduate Record Examination (GRE) score of one thousand (1000) may be accepted.

4. Submit annually to the Department a list of the program graduates of each teacher preparation program.

5. Provide each program participant a clinical program which includes, as a minimum, instruction in the subject matter content standards and the educator accomplished practices prescribed in paragraph (3)(b) of this rule. Completion of the program shall require

demonstration of the subject matter content standards and the educator accomplished practices as prescribed in paragraph (3)(b) of this rule.

6. Designate to a college, school, department, or division, the responsibility for coordinating the planning and administering of all teacher preparation programs offered by the institution.

7. Be responsible for travel, food, and lodging expenses for members of the evaluation committee, as necessary.

(2) Relationship of teacher preparation program approval and teacher certification.

(a) Programs may be approved only in areas and levels for which state certification coverage is available.

(b) Requirements and activities in an approved teacher education program may vary significantly from the descriptions contained in Chapter 6A-4, FAC.

(c) A candidate who completes an approved preservice program shall be eligible for the appropriate teaching certificate of the type and coverage for which the program has been approved provided that the candidate meets other requirements for teacher certification as specified in Section 231.17, Florida Statutes, and Chapter 6A-4, FAC.

(3) Components of each approved program shall include, but not be limited to, the following:

(a) Program philosophy and objectives which respond to needs projected for Florida teachers.

(b) Curricular offerings in general education, professional education, and subject specialization designed to enable program participants, as a minimum, to demonstrate the competencies contained in the subject matter content standards specified by the Education Standards Commission in the document Subject Matter Content Standards for Florida Teachers, which is hereby incorporated by reference and made a part of this rule, and the educator accomplished practices at the preprofessional level contained in Rule 6A-5.065, FAC. In those specialization areas for which the Education Standards Commission has not specified subject matter content standards, the subject area competencies in the Competencies and Skills Required for Teacher Certification in Florida, Sixth Edition, pursuant to Rule 6A-4.0021, FAC., shall be used. Curricular offerings shall address the importance of democratic values and institutions, the contributions of various ethnic groups to society and stress character development which encourages appreciation of diversity in a pluralistic society. The following curricular requirements are in effect for approved teacher education programs.

1. Education major program requirements for students entering their freshman year of college in or after the 2001-2002 academic year shall include the following:

a. Nine (9) semester hours in English to include writing, literature, and speech.

b. Nine (9) semester hours in science to include earth science, life science, and physical science, with a minimum of one associated laboratory.

c. Nine (9) semester hours in mathematics to include college algebra or above and geometry.

d. Twelve (12) semester hours in social sciences to include American history and general psychology.

e. Six (6) semester hours in humanities to include philosophy and fine arts.

2. Subject area specialization requirements for students entering their freshman year of college in or after the 2000-2001 academic year shall include the following:

a. A degree major or thirty (30) semester hours in the specialization area.

b. Content preparation to enable students to demonstrate mastery of the subject matter content standards as specified in paragraph (3)(b) of this rule.

3. Professional education requirements for students entering their freshman year of college in or after the 2000-2001 academic year shall include the following:

a. Reading-literacy acquisition.

(I) Students in prekindergarten-primary education and elementary education teacher preparation programs shall successfully complete twelve (12) semester hours to include at least six (6) semester hours in understanding the reading process, beginning reading instruction, assessment, problem identification and prescription, instruction, and teaching reading across the content areas for primary and intermediate grades.

(II) Students in middle and secondary teacher preparation programs shall successfully complete three (3) semester hours in methods of teaching reading to include strategies, assessment, and teaching reading in the content area.

(III) Students in grades K-12 teacher preparation programs shall successfully complete twelve (12) semester hours as specified in sub-sub-subparagraph (3)(b)3.a.(I) of this rule for those areas that are the primary providers of reading instruction. Students in other grades K-12 teacher preparation programs shall successfully complete three (3) semester hours as specified in sub-sub-subparagraph (3)(b)3.a.(II) of this rule.

b. Three (3) semester hours which integrates classroom management, school safety, professional ethics, and educational law.

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

d. Three (3) semester hours in assessment to include understanding of the content measured by state achievement tests, reading and interpreting data, and using data to improve student achievement.

(c) A planned series of clinical experiences beginning early in the program and culminating with a final internship. The final internship shall:

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

2. Be conducted under the supervision of high-performing educators.

3. Provide the prospective teacher with experiences of progressive responsibility for student learning and classroom management.

4. Require demonstration of competency at the preprofessional level on the twelve (12) educator accomplished practices specified in Rule 6A-5.065, FAC.

(d) A cohesive program delivery system and a variety of instructional procedures. Courses and school-based experiences shall include instruction, observation, practice and competency demonstration in the following:

1. Instructional strategies that address various learning styles, exceptionalities, achievement levels, and other specialized circumstances.

2. Assessment of student learning.

3. Appropriate use of technology in instruction and record-keeping.

4. Teaching strategies for the instruction of Limited English Proficient (LEP) students which meet the requirements set forth in the ESOL Consent Decree for instructional personnel who teach Limited English Proficient students.

(e) Allocated resources and facilities which are sufficient to support the program.

(f) Admission standards and procedures which promote the acceptance of quality teacher education candidates. Strategies shall be implemented to ensure that students admitted under a waiver of the conditions specified in subparagraph (1)(c)3., of this rule receive assistance to demonstrate competencies to meet requirements for certification.

(g) Continuous screening processes.

(h) Program completion requirements, including competency assessment processes. Program completion requirements shall include:

1. Passing the basic skills, professional knowledge and subject area tests which are required for teacher certification.

2. Demonstration of competency at the preprofessional level on the educator accomplished practices.

(i) Student services, including at least academic counseling and placement.

(j) A process for internal program evaluation that makes use of performance data gathered from interns, beginning teachers, and school system supervisors used for program improvement.

(k) Mechanisms for teacher preparation program decision-making and problem resolution.

(l) Sufficient faculty with educational background, training, and recent prekindergarten through grade 12 experience appropriate for the roles to which they are assigned. Effective July 1, 2001, criteria for state-approval shall specify that teacher preparation faculty who have responsibility for professional preparation of students must have recent experience working in prekindergarten through grade 12 schools at no less than five (5) year intervals beginning with the 2001-2002 academic year. Such criteria shall be based upon recommendations developed by the Education Standards Commission, which shall be submitted to the Commissioner of Education by November 1, 2000. The criteria shall include the acceptable experience necessary for satisfying this requirement including the nature of the experience as well as a minimum amount of time to be engaged in the experience during each five (5) year period. School districts are expected to collaborate with colleges and universities to provide opportunities for teacher preparation faculty to engage in meaningful experiences.

(m) A governance structure that involves faculty and students.

(n) A process for the delivery of support and assistance to graduates in the first year of employment.

(4) Program documentation must be available for appropriate review to include, but not be limited to, the following:

(a) Overall program description, structure, content, sequence, delivery system, and operational procedures.

(b) Evidence of the relationship of program components to professional literature on teacher preparation program development.

(c) Evidence of the relationship of program components to standards recommended by professional teacher education associations.

(d) Evidence of collaboration with school system personnel in program planning, delivery and evaluation.

(e) Descriptions of program clientele.

(f) Staffing requirements.

(g) Teacher preparation program budget by object classification.

(h) Faculty preparation.

(i) Facilities, instructional equipment and materials.

(j) Faculty assignments.

(k) Faculty-student ratio.

(l) Evaluation of faculty performance, including student evaluation.

(m) Established priorities of the chief executive officer.

(n) Current list of students admitted to an approved program.

(o) Evidence of competency demonstration and verification process.

(p) Description of a formal governance structure.

(5) Each teacher preparation program shall be measured against quality indicators related to the components cited in subsection (3) of this rule and the program documentation cited in subsection (4) of this rule. These indicators of quality shall be logically derived from empirical study and professional consensus related to teacher preparation program design, pedagogical practice and subject specialization.

(6) Based on the recommendation of a review team, the Commissioner shall notify the institution of the approval or denial of approval for each teacher preparation program included in the request. A denial of approval shall include identification of specific areas of program weakness that must be corrected prior to reconsideration of approval. For approved programs, the institution shall be apprised of the requirements for continued approval.

(7) Continued program approval criteria.

(a) Continued approval of a teacher preparation program is contingent upon the results of annual reviews of the program conducted by the institution of higher education using procedures and criteria outlined in an institutional program evaluation plan that must be approved by the Department. The institutional program evaluation plan must be submitted to the Department annually and include provisions for involving primary stakeholders in the evaluation process. The plan must document continuous improvement of graduates' performance and program processes and provide evidence that the following standards for continued program approval are met:

1. Standard One--Demonstration of knowledge and skills at the point of preservice program completion. All students who complete the program will demonstrate the 12 educator accomplished practices at the preprofessional level as described in the institutional evaluation plan.

2. Standard Two--Performance on the Florida Teacher Certification Examination. Ninety (90) percent of the students in each program will pass the college level academic skills test, and the professional education and subject matter subtests of the Florida Teacher Certification Examination.

3. Standard Three--Inclusion of program components mandated by Section 240.529, Florida Statutes, and subsection (3) of this rule. The unit will have complied with program components mandated by Section 240.529, Florida Statutes, and subsection (3) of this rule.

4. Standard Four--Diversity of student population. The diversity of student population enrolled in each program will, over each five (5) year period, increase in both the number of minority students and the number of students in underrepresented groups appropriate to an institution's mission.

5. Standard Five--Satisfaction of employing districts. Feedback from employing Florida school districts will verify that ninety (90) percent of the program graduates who complete their first year of teaching will be rehired or in the case of downsizing will be eligible for rehiring.

(b) The institutional program evaluation plan shall include, but shall not be limited to, the following sections:

1. Evaluation section. This section includes the institution's methods for evaluating compliance with the continued program approval standards.

2. Data section. The data section reports the evidence accumulated through the annual review process to document that the standards for continued program approval are met.

3. Improvement section. This section provides a report of improvements and plans for continuing improvement of program processes and graduates' performance.

(c) The Department shall review the institutional program evaluation plan annually and may provide recommendations for program and plan improvements. The Department shall provide notification to the institution of non-compliance with the ninety (90) percent criterion specified in Standard Two. An institution upon receipt of notification of non-compliance shall include in the next institutional program evaluation plan a description of the action taken to determine the causes of the poor performance and the actions taken by the institution to correct the problems identified. If the passing rate falls below ninety (90) percent for two (2) years in succession, the Department will, based on its review of the institution's report of actions taken and problems identified, report to the Commissioner who will make a decision concerning continued approval.

(d) During the last year of the program approval period, the Department shall examine the results of the institution's annual reviews for each year of the approval period and recommend to the Commissioner continued approval or denial of approval for each teacher preparation program. The institution shall be notified in writing of the continued approval decision. A denial of approval shall include identification of specific areas of program weakness.

(8) Reinstatement of Program Approval. The approval of a program may be reinstated by the Department at the request of the chief executive officer of the institution upon documentation of compliance with the requirements for initial approval of teacher preparation programs, as provided in this rule.
Specific Authority Chapter 97-4, Laws of Florida, 231.546, 240.529, FS. Law Implemented Chapter 97-4, Laws of Florida, 231.546, 240.529, FS. History - New 7-2-98, Amended 8-7-2000.