

**6A-5.065 The Florida Educator Accomplished Practices. Substantial rewording of Rule 6A-5.065, F.A.C., follows. See Florida Administrative Code for present text.**

(1) Purpose. The purpose of these standards is to establish and articulate Florida's expectations for effective educators. These evidence-based standards serve as the foundational framework for educator preparation programs, certification requirements, educator evaluation systems, and the professional learning of educators throughout the state. In support of these standards, the Florida Educator Accomplished Practices Progression Plan provides additional guidance on the knowledge, skills, and competencies an educator must acquire and demonstrate to meet and advance within the standards of an accomplished educator. The creation of these standards and the accompanying progression plan is informed by Florida's vision for high-quality education and reflects the refinement of effective educational practices for increased student achievement.

(2) The Florida Educator Accomplished Practices. Each educator upholds and applies the following standards.

(a) Standard 1: Professional Responsibilities and Ethics. The educator adheres to:

1. Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.;

2. The rights of students and parents enumerated in Sections 1002.20, 1014.04, 1003.42(3)(a), F.S.;

3. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.; and

4. Laws, policies, and professional norms through the timely completion and application of certification and professional learning requirements.

(b) Standard 2: Professional Learning, Content Knowledge, and Pedagogy. The educator:

1. Engages in relevant professional learning to continuously improve content knowledge and instruction grounded in the cognitive science of learning;

2. Embeds content knowledge and grade-level benchmarks into instructional practices; and

3. Reflects on instructional effectiveness for professional growth.

(c) Standard 3: Preparation and Planning. The educator:

1. Plans evidence-based instruction for students to retain knowledge, think critically, and apply learning;

2. Prepares instruction aligned to learning goals, assessments, student learning outcomes, and Florida's state academic standards; and

3. Analyzes student work to plan and adjust instruction.

(d) Standard 4: Learning Environment. The educator:

1. Communicates high expectations for all students;

2. Implements clear rules and routines;

3. Organizes and manages students, classroom resources, time, and space; and

4. Adapts the learning environment with appropriate support to meet the needs of all students while ensuring consistency with Section 1000.071, F.S.

(e) Standard 5: Instructional Delivery. The educator:

1. Maintains an appropriate instructional pace that maximizes student learning time;

2. Uses high-impact instructional practices grounded in the principles of the cognitive science of learning;

3. Checks for understanding to adapt instruction as needed; and

4. Delivers timely, specific, and actionable feedback.

(f) Standard 6: Data and Assessment. The educator:

1. Knows and understands how to assess student mastery of academic standards;

2. Analyzes data from multiple sources to inform instruction; and

3. Monitors student progress, provides feedback, and communicates outcomes to parents and students.

(3) The Florida Educator Accomplished Practices Progression Plan, effective August 2026, is hereby incorporated by reference and made a part of this rule.

(1) Purpose and Foundational Principles.

~~(a) Purpose. The Florida Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification~~

requirements and school-district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe four (4) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3. The effective educator exemplifies the standards of the profession.

4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in Section 1003.42(3), F.S.

(2) The Florida Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Florida Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons;

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and

g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students' cultural-linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and,

j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students' subject-matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ questioning that promotes critical thinking;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,
- f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and,
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:

- a. Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.;
- b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.; and,
- c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.

*Rulemaking Authority 1004.04, 1004.85, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11, 11-22-22, 2-21-23, 5-23-23, 8-22-23.*

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## THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES PROGRESSION PLAN

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The Florida Educator Accomplished Practices Progression Plan (Progression Plan) is a document designed to be paired with the Florida Educator Accomplished Practices (FEAP) to support educator growth by clearly connecting professional knowledge and skilled instruction. The development of this Progression Plan along with the FEAP is informed by Florida’s vision for high-quality education and reflects the refinement of effective educational practices for increased student achievement.

The “**Know that**” column outlines the essential research-based understandings educators should internalize and the “**Learn how to**” column describes the observable practices and skills educators develop and apply. The **FEAP** column anchors the Progression Plan to specific state standard expectations. Together, these columns illustrate a coherent pathway from understanding to practice and standards-aligned performance across all domains of effective teaching.

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**Florida Educator Accomplished Practices Progression Plan**

**FEAP: Standard 1: Professional Responsibilities and Ethics.**

The educator understands that he or she is held to a high moral standard in a community, and fulfills the expected obligations to students, parents, the public and the education profession.

<u>Know that...</u>	<u>Learn how to...</u>	<u>FEAP</u>
<ol style="list-style-type: none"> <li>1. <u>Strong partnerships with parents and families positively influence student behavior and academic outcomes.</u></li> <li>2. <u>Effective teaching contributes to long-term life outcomes for all students.</u></li> <li>3. <u>Educators play a direct role in shaping student engagement and behavior.</u></li> <li>4. <u>Educators serve as influential public servants whose actions affect students' character, attitudes and behaviors.</u></li> <li>5. <u>An educator's foremost professional responsibility is supporting student growth and safety through sound judgment, ethical practice, and focus on virtuous behavior.</u></li> <li>6. <u>Embed principles of the Phoenix Declaration into daily professional actions and decision-making.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Communicate openly, clearly, and honestly with families about matters affecting students' learning.</u></li> <li>2. <u>Prioritize student safety and well-being in instructional, disciplinary, and support-related decisions.</u></li> <li>3. <u>Maintain compliance with applicable laws, policies and professional expectations governing educational practice.</u></li> <li>4. <u>Demonstrate professional conduct that strengthens public confidence in the education profession.</u></li> </ol>	<p>The educator adheres to:</p> <ol style="list-style-type: none"> <li>1. <u>Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.;</u></li> <li>2. <u>The rights of students and parents enumerated in Sections 1002.20, 1014.04, 1003.42(3)(a), F.S.;</u></li> <li>3. <u>The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.; and</u></li> <li>4. <u>Laws, policies, and professional norms through the timely completion and application of certification and professional learning requirements.</u></li> </ol>

Florida Educator Accomplished Practices Progression Plan

**FEAP: Standard 2: Professional Learning, Content Knowledge, and Pedagogy.**

The educator demonstrates standards-based content knowledge and applies evidence-based practices.

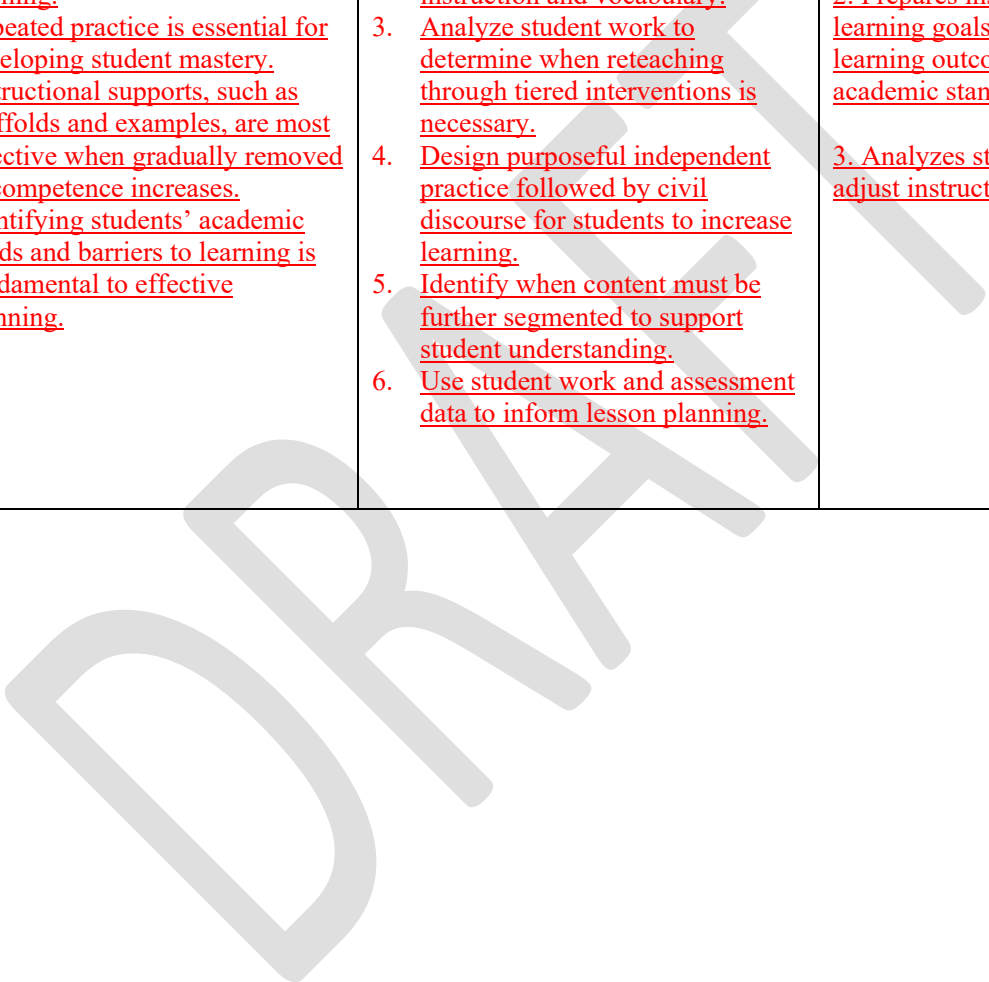
<u>Know that...</u>	<u>Learn how to...</u>	<u>FEAP</u>
<ol style="list-style-type: none"> <li>1. <u>Ongoing professional learning is essential to educator effectiveness and student achievement.</u></li> <li>2. <u>Deep content knowledge enables educators deliver effective instruction.</u></li> <li>3. <u>Ensuring mastery of foundational content knowledge supports student confidence and future learning success.</u></li> <li>4. <u>Strong content knowledge underpins clear and explicit instruction.</u></li> <li>5. <u>Students build understanding by linking new ideas to what they already know across all subject areas.</u></li> <li>6. <u>Working memory has limited capacity and can be overwhelmed without instructional support.</u></li> <li>7. <u>Long-term memory expands as students connect new learning to existing knowledge.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Apply evidence-based instructional practices such as direct instruction, modeling, guided practice, and formative feedback.</u></li> <li>2. <u>Participate in continuous professional improvement cycles that include inquiry, planning, implementation, analysis, and reflection.</u></li> <li>3. <u>Design instruction grounded in the principles of the cognitive science of learning.</u></li> <li>4. <u>Support student knowledge building through retrieval practice, mental models and knowledge organizers, and low-stakes assessments.</u></li> <li>5. <u>Collaborate with colleagues and content experts to strengthen instructional practice and professional learning.</u></li> <li>6. <u>Connect students' prior knowledge to new learning.</u></li> </ol>	<p><u>The educator:</u></p> <ol style="list-style-type: none"> <li>1. <u>Engages in relevant professional learning to continuously improve content knowledge and instruction grounded in the cognitive science of learning;</u></li> <li>2. <u>Embeds content knowledge and grade-level benchmarks into instructional practices; and</u></li> <li>3. <u>Reflects on instructional effectiveness for professional growth.</u></li> </ol>

**Florida Educator Accomplished Practices Progression Plan**

**FEAP: Standard 3: Preparation and Planning**

The educator plans for instruction that is aligned to Florida’s state academic standards.

<u>Know that...</u>	<u>Learn how to...</u>	<u>FEAP</u>
<ol style="list-style-type: none"> <li>1. <u>Anticipating common misconceptions is a crucial component of content knowledge.</u></li> <li>2. <u>Building students’ domain-specific background knowledge supports deeper thinking and learning.</u></li> <li>3. <u>Repeated practice is essential for developing student mastery.</u></li> <li>4. <u>Instructional supports, such as scaffolds and examples, are most effective when gradually removed as competence increases.</u></li> <li>5. <u>Identifying students’ academic needs and barriers to learning is fundamental to effective planning.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Incorporate knowledge and skills to help students apply conceptual understandings to contexts beyond the classroom.</u></li> <li>2. <u>Plan lessons using evidence-based strategies, including direct instruction and vocabulary.</u></li> <li>3. <u>Analyze student work to determine when reteaching through tiered interventions is necessary.</u></li> <li>4. <u>Design purposeful independent practice followed by civil discourse for students to increase learning.</u></li> <li>5. <u>Identify when content must be further segmented to support student understanding.</u></li> <li>6. <u>Use student work and assessment data to inform lesson planning.</u></li> </ol>	<p><u>The educator:</u></p> <ol style="list-style-type: none"> <li>1. <u>Plans evidence-based instruction for students to retain knowledge, think critically, and apply learning;</u></li> <li>2. <u>Prepares instruction aligned to learning goals, assessments, student learning outcomes, and Florida’s state academic standards; and</u></li> <li>3. <u>Analyzes student work to plan and adjust instruction.</u></li> </ol>



Florida Educator Accomplished Practices Progression Plan

**FEAP: Standard 4: Learning Environment.**

The educator establishes and maintains a respectful and safe learning environment through evidence-based practices.

<u>Know that...</u>	<u>Learn how to...</u>	<u>FEAP</u>
<ol style="list-style-type: none"> <li>1. <u>Educator expectations significantly influence student achievement and growth.</u></li> <li>2. <u>Early establishment and reinforcement of clear expectations and routines promote effective classroom functioning.</u></li> <li>3. <u>Students benefit from learning environments that are predictable, safe, and secure.</u></li> <li>4. <u>Flexible grouping can provide support but requires monitoring to avoid negative impacts on learning.</u></li> <li>5. <u>Students with disabilities or additional needs often require targeted support developed in collaboration with colleagues and families.</u></li> <li>6. <u>Students' capacity to learn is closely connected to their resilience.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Maintain a classroom environment that supports effort and learning from errors.</u></li> <li>2. <u>Communicate high expectations through clear, structured, and sequential directions.</u></li> <li>3. <u>Implement consistent behavioral expectations using predictable systems of accountability.</u></li> <li>4. <u>Establish classroom routines aligned to school-wide expectations to maximize instructional time.</u></li> <li>5. <u>Use consistent verbal and non-verbal cues to support efficient classroom management.</u></li> <li>6. <u>Reinforce student effort by recognizing progress and growth.</u></li> </ol>	<p><u>The educator:</u></p> <ol style="list-style-type: none"> <li>1. <u>Communicates high expectations for all students;</u></li> <li>2. <u>Implements clear rules and routines;</u></li> <li>3. <u>Organizes and manages students, classroom resources, time, and space; and</u></li> <li>4. <u>Adapts the learning environment with appropriate support to meet the needs of all students.</u></li> </ol>

Florida Educator Accomplished Practices Progression Plan

**FEAP: Standard 5: Instructional Delivery.**

The educator delivers instruction to support the students’ acquisition and application of knowledge.

<u>Know that...</u>	<u>Learn how to...</u>	<u>FEAP</u>
<ol style="list-style-type: none"> <li>1. <u>Instructional pacing directly affects the amount of meaningful learning time available to students.</u></li> <li>2. <u>Evidence-based instructional strategies increase student engagement, efficiency, and learning.</u></li> <li>3. <u>Feedback plays a key role in helping students monitor their own learning and set new goals.</u></li> <li>4. <u>High-quality feedback is most impactful when it is timely, specific, and focused on actionable next steps for improvement.</u></li> <li>5. <u>Feedback can be delivered orally or in writing to guide student learning.</u></li> <li>6. <u>Instructional adjustments provide targeted support for struggling students.</u></li> <li>7. <u>Purposeful classroom discourse supports understanding, vocabulary development, and idea articulation.</u></li> <li>8. <u>Adaptive teaching is less effective when it lowers expectations.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Adjust content, processes, and products to meet varied readiness levels while maintaining appropriate challenge.</u></li> <li>2. <u>Regularly monitor student work to evaluate learning progress and needs.</u></li> <li>3. <u>Adapt instruction based on formative data, student responses, and classroom conditions.</u></li> <li>4. <u>Use varied high-yield instructional approaches (e.g. everybody writes, turn and talk, cold call, show call, and habits of discourse) to sustain engagement and increase mastery with all learners.</u></li> <li>5. <u>Ask strategic questions and provide feedback and support that advances learning.</u></li> <li>6. <u>Manage instructional pace to balance momentum, reflection, and responsiveness.</u></li> <li>7. <u>Implement high-impact strategies from professional learning and adjust based on formative evidence.</u></li> <li>8. <u>Select instructional resources aligned to benchmark demands.</u></li> </ol>	<p><u>The educator:</u></p> <ol style="list-style-type: none"> <li>1. <u>Maintains an appropriate instructional pace that maximizes student learning time;</u></li> <li>2. <u>Uses high-impact instructional practices grounded in the principles of the cognitive science of learning;</u></li> <li>3. <u>Checks for understanding to adapt instruction as needed; and</u></li> <li>4. <u>Delivers timely, specific, and actionable feedback.</u></li> </ol>

<b>Florida Educator Accomplished Practices Progression Plan</b>		
<b><u>FEAP: Standard 6: Data and Assessment.</u></b>		
<b><u>The educator uses various forms of data and assessments in instructional decision-making.</u></b>		
<b><u>Know that...</u></b>	<b><u>Learn how to...</u></b>	<b><u>FEAP</u></b>
<ol style="list-style-type: none"> <li>1. <u>High-quality assessments provide accurate information about student learning relative to defined goals and standards.</u></li> <li>2. <u>Assessment is most effective when its purpose and use are clearly defined.</u></li> <li>3. <u>Multiple data sources provide a more complete picture of student learning than a single measure.</u></li> <li>4. <u>Apparent engagement or effort does not always indicate mastery.</u></li> <li>5. <u>Analysis of assessment data strengthens interpretation and instructional decision-making.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Design and select assessments aligned to standards and lesson objectives.</u></li> <li>2. <u>Use formative assessment techniques to monitor understanding during instruction.</u></li> <li>3. <u>Analyze assessment results to determine strengths, needs, and instructional next steps.</u></li> <li>4. <u>Use multiple data sources to identify trends and patterns to differentiate between errors and misconceptions.</u></li> <li>5. <u>Plan an instructional response to resolve misconceptions and reevaluate learning.</u></li> <li>6. <u>Communicate assessment results clearly to students and families.</u></li> </ol>	<p><u>The educator:</u></p> <ol style="list-style-type: none"> <li>1. <u>Knows and understands how to assess student mastery of academic standards;</u></li> <li>2. <u>Analyzes data from multiple sources to inform instruction; and</u></li> <li>3. <u>Monitors student progress, provides feedback, and communicates outcomes to parents and students.</u></li> </ol>



#### 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, 1012.552, and 1012.56(8), F.S.

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

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

(b) “Annual demonstration of experience in a relevant prekindergarten through Grade 12 (P-12) school setting” means P-12 school-based experiences occurring yearly that are related to and in a subject matter and grade level setting that are covered by the certification necessary for the field experience course(s) or internships that the program faculty is assigned to teach or supervise. Examples include, but are not limited to, co-teaching with a P-12 educator or providing P-12 instruction directly to P-12 students.

(c) “Annual Program Performance Report” or “APPR” means the yearly public report card issued by the Florida Department of Education (Department) for a state-approved teacher preparation program that includes results of outcome-based performance metrics specified in subsection (6) of this rule.

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

(e) “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) “Clinical 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.~~

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

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

~~(i)(h)~~ “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.

~~(j)(i)~~ “eIPEP” or “electronic Institutional Program Evaluation Plan” means a Department-maintained web-based tool for collection and reporting of candidate and completer performance data on state-approved teacher preparation programs.

~~(k)(j)~~ “Educator preparation institutes” or “EPis” mean all Florida postsecondary or qualified private providers that provide instruction for non-education baccalaureate or higher degree holders under Section 1004.85, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

~~(l)(k)~~ “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).

~~(f) “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(9), 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.~~

~~(v)(w)~~ 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-year period who received a student learning growth score from the most recent academic year for which results are available.

~~(w)(x)~~ “Professional learning certification program” or “PLCP” means a program in which a school district, charter school or charter management organization may provide instruction for members of its instructional staff who are non-education baccalaureate or higher degree holders under Section 1012.56(8), F.S., and results in qualification for an initial Florida Professional Educator’s Certificate.

~~(x)(y)~~ “Program candidate” means an individual who has been admitted into and is currently enrolled in, but has not yet completed a teacher preparation program that prepares instructional personnel to meet the qualifications for a Florida Professional Educator’s Certificate.

~~(y)(z)~~ “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. For purposes of this definition, all required Florida Teacher Certification Examinations (FTCE) must be passed prior to the graduation or commencement date, as documented on the completer’s official transcript.

~~(z)(aa)~~ “Program completer in need of remediation” means an individual who is employed in an instructional position in a Florida public school during the first two (2) years immediately following completion of the program or following initial certification, whichever occurs first, and who earns an evaluation result of developing or unsatisfactory on the school district’s evaluation system implemented under Section 1012.34, F.S.

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

~~(bb)(cc)~~ “Reading endorsement competencies” mean those standards described in Rule 6A-4.0163, F.A.C.

~~(cc)(dd)~~ “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-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.

~~(dd)(ee)~~ “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.

~~(ee)(ff)~~ “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) “Uniform Core Curricula” means the set of standards and practices for which all state-approved teacher preparation programs must provide instruction in corresponding Sections 1004.04(2), 1004.85(3), and 1012.56(8), F.S. Uniform Core Curricula also includes 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.~~

~~(ff)(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, F.S., 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. The program admits high-quality teacher candidates who meet state-mandated admission requirements and show potential for the teaching profession;
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/](http://www.fldoe.org/academics/standards/instructional-materials/); and
  - b. Candidates in a state-approved teacher preparation program must 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. 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. 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
7. 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 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 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-2025.

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

1. Receipt of the application.  
2. Missing or deficient elements within thirty (30) days of receipt and provide a period of ten (10) business days for the provider to submit supplemental information or documentation to address the deficit(s).

3. Within ninety (90) days of receipt of a completed application, the approval or denial of each program.  
a. An approval notice will provide the program with an initial approval period of seven (7) years.  
b. A denial notice must 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 report the following data to the Department:  
1. Each provider must annually submit program candidate and completer data to the Department's secure management information system.

2. All state-approved teacher preparation programs referenced in Sections 1004.04, 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 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-2025.

(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. The program has procedures or processes to ensure annual continuous improvement and to review and make modifications if needed to maintain compliance with statutory changes. Reporting instructions to the Department for these procedures will be posted at <https://www.fldoe.org/teaching/preparation/continued-approval.shtml>. Except for programs in High Demand Teacher Needs areas as defined in paragraph (1)(n), 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-2025, 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-2025, the provider demonstrates that it meets the following requirements:

a. The provider admits candidates that meet the state-mandated requirements;  
b. A provider with a state-approved initial teacher preparation program or an educator preparation institute provides a certification ombudsman;

c. The provider only authorizes 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. A provider with an initial teacher preparation program monitors and remediates program completers who are referred by the employing school district during the first two (2) years immediately following program completion (2-year guarantee);

e. The provider ensures that personnel who supervise, instruct, or direct candidates during field experience courses and internships meet the state-mandated qualifications;

f. The provider collects and uses multiple sources of data to monitor program progress and performance, including a formal system for continuous program improvement that includes stakeholders;

g. 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. 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-2025.

(b) The requirements for continued approval that are scored are the Annual Program Performance Report (APPR), Continued Approval Site Visit and Evidence of Programmatic Improvement.

(6) Annual Program Performance Report (APPR).

(a) The Department must 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 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) For purposes of calculating program completer pass rates on the Florida Teacher Certification Examinations (FTCE), any candidate who satisfies an examination or subtest requirement pursuant to s. 1012.56, F.S., including through waiver or exemption, shall be counted as having passed that requirement. Any prior unsuccessful attempt on the examination or subtest shall not be included in the calculation of pass rates.

~~(c)~~(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.

~~(d)~~(e) Each performance metric appropriate for a program will 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 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 performance level is averaged.	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 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-	Workforce contribution rate is 89% to 60% following the first year of completion with a .5-point value for out-of-	Workforce contribution rate is 59% to 30% following the first year of completion with a .5-point value for out-of-	Program did not meet criteria for Level 2, 3, or 4.

	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.	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.	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.	
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.

(c)(d) Each APPR will 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. 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 cohort; and
4. For the Annual Evaluation metric, the program must have three (3) or more completers in the cohort.

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

(g)(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.

(h)(g) The provider must 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 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 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 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 must receive a site visit using the Florida Site Visit Framework, Form FSVF-2024, 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. Review Areas 2 (Quality of Clinical Placement, Feedback, and Candidate Performance) and 3 (Quality of Program Performance Management) will be conducted at the provider level. Review Area 1 (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.

(d) At least sixty (60) days prior to the site visit, the provider must 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, 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 1 on Form 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 2 on Form 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 3 on Form FSVF-2024).

(f) Each of the three site visit review areas found in paragraph (7)(c), must be scored. If multiple ITP programs are being reviewed, Review Area 1 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 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 be provided to the provider in order to afford the provider the opportunity to provide clarifying information.

(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) Evidence of Programmatic Improvement.

(a) Within thirty (30) business days of the provider's receipt of the final site visit report, the provider must 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 provide to the Department a progress report that includes evidence measuring progress towards the goals identified in the improvement plan. The progress report will be submitted via the eIPEP platform located at <https://www.florida-eipep.org/>.

(9) Continued Approval Summative Score and Ratings.

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

1. APPR Average Summative Rating: The annual APPR summative rating scores are averaged across all of the provider's state-approved teacher preparation programs within the continued approval period; each rating score is then weighted by the total number of completers used in the annual calculation of the APPR summative rating. The APPR Average Summative Rating ranges between 1.0 and 4.0.

2. Continued Approval Site Visit Rating: The average of all scores issued for each review area as specified in paragraph (7)(e). The continued approval site visit rating ranges between 1.0 and 4.0.

3. Evidence of Programmatic Improvement Rating: A progress report that includes evidence of progress towards achieving the goals set by the provider in its improvement plan will receive a rating of four (4); lack of evidence of progress will yield a rating of one (1).

(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) 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) The continued approval summative score rating scale is as follows:

1. Full Approval with Distinction rating: the program has earned a continued approval summative score of above 3.5.

2. Full Approval rating: the program has earned a continued approval summative score of 2.4 to 3.5.

3. Denial of Approval rating: the program has earned a continued approval summative score that is below 2.4. A program that receives a denial of approval rating may reapply for initial approval as specified in subsection (3) of this rule.

(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 submit its request in writing to the Department.

(b) Upon completion of the Professional Training Option, the individual must 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. Received training in reading endorsement competencies one (1) and two (2); and,

3. Completed integrated school-based observation/participation field experiences associated with all competencies covered in the Professional Training Option.

(c) To receive approval, the institution must provide evidence of a series of courses that accomplish the required training and field experiences listed in paragraph (10)(b) of this rule. Upon receiving approval, an institution will not be required to resubmit its Professional Training Option for re-approval unless the competencies in subparagraphs (10)(b)1.-2. of this rule, or the requirements in subsection 6A-4.006(2), F.A.C., are changed.

(d) In order to maintain approval, an institution must:

1. Report to the Department annually the number of participants enrolled in the program and the number of program completers;

2. Provide an endorsement of transcripts for each individual who completes the Professional Training Option; and,

3. Maintain compliance with the requirements pursuant to paragraph (10)(b) of this rule.

(11) Notwithstanding an applicant's deficiency in meeting the requirements for continued approval set forth in subsections (5) – (8) of this rule, the Commissioner is authorized to grant continued approval of a teacher preparation program where the applicant demonstrates that all statutory requirements are met; the failure to meet a requirement found in subsection (5) of this rule, is temporary or beyond the control of the applicant; and the Commissioner determines that the deficiency does not impair the ability of the provider to prepare effective instructional personnel.

(12) Program Requirements.

(a) Pursuant to ss. 1004.04(2)(e)1., 1004.85(2)(a)6., 1012.56(8)(b)1., [1012.551 F.S.](#), ITP, EPI, PLCP, and [Coaching for Educator Readiness and Teaching Certification \(CERT\)](#) program courses, curriculum and instruction must not:

1. Violate s. 1000.05, F.S.

2. Distort significant historical events. Distortion of historical events in curriculum and instruction is the presentation or the assignment of instructional resources or learning activities that give a misleading or false account or impression. Examples of theories that distort historical events and are inconsistent with State Board-approved standards include the denial or minimization of the Holocaust and the teaching of Critical Race Theory (CRT). CRT is the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons.

3. Promote identity politics. Promoting identity politics is the presentation of or the assignment of instructional resources or learning activities that promote the theory that an individual adheres to a particular political viewpoint based on one's race, color, national origin, sex, disability, religion, or marital status.

4. Endorse theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities. For the purposes of this rule, institutions refer to the initial creation and foundational structure of the legislative, executive, and judicial branches of the United States government.

(ba) ITP, EPI, and PLCP program courses, curriculum and, instruction must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.

(13) The following forms are hereby incorporated by reference and made a part of this rule.

(a) Florida Department of Education Initial Program Approval Standards, Form IAS-2025 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-18008>) effective May 2025.

(b) Florida Department of Education Continued Approval, Form CA-2025 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-18009>) effective May 2025.

(c) Florida Site Visit Framework, Form FSVF-2024, effective August 2024, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-16844>).

*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, 8-27-24, 5-13-25.*

## 6A-5.0661 Teacher Preparation Uniform Core Curricula and Courses.

(1) Purpose. Pursuant to Sections (ss.) 1012.551, 1012.552, 1004.04(2), and 1004.85, F.S., this rule sets forth the Uniform Core Curricula and outlines the requirements for foundational courses that must be included in all state-approved teacher preparation programs. A proper education is focused on the formation of a child's character and should cultivate the virtues and discipline necessary for self-governance. Teachers should model respect for our nation's founding documents and the ideas they contain about ordered liberty, justice, the rule of law, limited government, natural rights, and the equal dignity of all human beings.

(2) Uniform Core Curricula. The Uniform Core Curricula are the principles, standards and content set forth herein and in ss. 1012.551, 1012.552, 1004.04(2), and 1004.85, F.S., that all state-approved teacher preparation programs must provide. Beginning August 1, 2027, each state-approved teacher preparation program must provide uniform core curricula courses that satisfy the requirements found in ss. 1012.551, 1012.552, 1004.04(2), and 1004.85, F.S., are aligned with the Florida Educator Accomplished Practices, pursuant to Rule 6A-5.065, F.A.C., and meet the following requirements:

(a) Must use Florida's state academic standards, as set forth in Section 1003.41, Florida Statutes, and Rule 6A-1.09401, F.A.C., to guide instruction in content methods courses;

(b) Must include content literacy and mathematics practices that deepen student learning, as follows:

1. Content literacy builds upon the foundational skills in the science of reading in order to read, write and communicate effectively across all disciplines and grade levels. Instructional strategies must include opportunities for students to use specific complex thinking processes within the science of reading, pursuant to 6A-4.0163, F.A.C. to engage deeply with the material.

2. Mathematics practices must include opportunities for students to engage with content, build fluency around key facts and skills, and apply conceptual understanding to solve a range of challenging problems;

(c) Must include strategies to meet the needs of all students, including, but not limited to, English Language Learners, and students with disabilities, while maintaining grade-level expectations as outlined in the Florida state academic standards. Instruction in this area must include teacher candidates monitoring student needs and making instructional decisions to adapt teaching and to differentiate accordingly.

(d) Must require teacher candidates to complete mastery-based clinical experiences that are conducted in a PK-12 classroom setting appropriate for the area in which the program is approved or the area in which the candidate is seeking certification. These clinical experiences must:

1. Support candidates as they move from developing skills to demonstrating proficiency, ultimately reaching effective practice by the end of the program;

2. Require candidates to demonstrate mastery of the Florida Educator Accomplished Practices through observable performance evaluations conducted with tools aligned to the district instructional personnel evaluation system approved by the Department of Education pursuant to Rule 6A-5.030, F.A.C., and s. 1012.34, F.S.; and

3. Allow candidates to demonstrate mastery of curriculum and pedagogy through application-based tasks;

(e) Must not violate s. 1000.05, F.S.

(f) Must not distort significant historical events. Distortion of historical events in curriculum and instruction is the presentation or the assignment of instructional resources or learning activities that give a misleading or false account or impression. Examples of theories that distort historical events and are inconsistent with State Board-approved standards include the denial or minimization of the Holocaust and the teaching of Critical Race Theory (CRT). CRT is the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons.

(g) Must not promote identity politics. Promoting identity politics is the presentation of or the assignment of instructional resources or learning activities that promote the theory that an individual adheres to a particular political viewpoint based on one's race, color, national origin, sex, disability, religion, or marital status.

(h) Must not endorse theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States or that those institutions were created to maintain social, political, and economic inequities. For

the purposes of this rule, institutions refer to the initial creation and foundational structure of the legislative, executive, and judicial branches of the United States government.

(i) Must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence

(3) Required Courses. Each state-approved teacher preparation program must require teacher candidates to complete the foundational courses outlined in this subsection. These courses must include the content areas described below:

(a) Introduction to Education. The introduction to education course allows teacher candidates to demonstrate competency in the cognitive science of learning principles, which explains how the brain processes, stores, and retrieves information, and how these processes influence how people learn, remember, and apply knowledge. At a minimum, instruction in the cognitive science of learning must include the following:

1. Cognitive load theory, which explains how the brain's limited cognition affects learning, indicating instruction should reduce unnecessary effort and focus on essential information so students can move knowledge into long-term memory and apply it flexibly.

2. Working memory, which is a limited-capacity system that temporarily holds and processes information needed for immediate tasks, such as following directions, problem solving or new learning;

3. Long-term memory, which is the system that stores knowledge, skills and experience over time. It allows learners to retain information beyond the limits of working memory and to retrieve and apply it across different situations and contexts;

4. Retrieval practice, which is the process in which students deliberately recall and apply information at an appropriate level of difficulty from memory to strengthen learning and long-term retention, making knowledge more durable and transferable, especially when spaced, interleaved and followed by feedback;

5. Attention and selective attention, which includes the process of filtering, selecting, and focusing on relevant information for deeper processing;

6. Social science of motivation and persistence, which together explains why students begin learning activities and how they sustain effort to reach their goals. The social science of motivation is driven by intrinsic and extrinsic factors that initiate, direct and sustain a student's engagement, while persistence is the continued effort to overcome challenges and setbacks supported by resiliency, encouragement, modeling and an environment that embraces mistakes as part of the learning process.

7. Background knowledge, which is the domain-specific information, skills, and experiences a student already possesses or needs; and

8. Production effect, which means that students tend to remember information better when they actively produce it, such as by saying it aloud, reading it out loud, writing it, or teaching it, instead of only processing it silently.

(b) Impact Teaching and Classroom Management. This course focuses on (weave in there) high-impact teaching strategies that allow teacher candidates to demonstrate competency of instructional strategies based on the Florida Educator Accomplished Practices, pursuant to Rule 6A-5.065, F.A.C. High-impact teaching strategies provide specific pedagogical skills, such as direct instruction, classroom learning environment, sustaining high expectations, active engagement in thinking and multiple exposures to content to boost student learning, achievement and outcomes.

(c) Foundations of Civil Discourse, American exceptionalism, and Western Civilization.

1. This course ensures teacher candidates possess foundational knowledge of the intellectual traditions underlying American exceptionalism, civil discourse, and Western civilization sufficient to:

a. Accurately and faithfully transmit to their students the founding principles, documents, and history of American constitutional government;

b. In their professional practice model civil discourse, reasoned argument, evidence-based inquiry, respectful disagreement, and openness to differing perspectives; and

c. Relate the intellectual and political influences that shaped the founding principles of the United States constitutional republic.

2. This course shall be designed for accessibility to teacher candidates without specialized background in political science, philosophy, or history. The course shall provide foundational instruction in the following areas:

a. The Nature and Importance of Civil Discourse, which shall address the meaning and significance of civil discourse for democratic self-government and how teachers can model and promote civil discourse in K–12 classrooms, including the distinction between civil discourse and politeness, the role of reasoned argument and evidence-based inquiry, and the importance of listening, perspective-taking, and respectful engagement with differing viewpoints.

b. The American Founding and the Constitution, which shall address the philosophical foundations of the American founding, including natural rights, consent of the governed, and the separation of powers; the Declaration of Independence as a statement of American founding principles; the Constitution of the United States, including the Bill of Rights, the system of federalism, checks and balances; and selected writings from the Federalist Papers that explain the design and purpose of the Constitution..

c. The Development of American Political Thought within the Context of Western Civilization, which shall provide a survey of the major developments in Western Civilization from ancient Greece to the present, emphasizing the ideas and movements that shaped the American founding and the United States' constitutional republic. Topics include the influence of ancient Greece and Rome on civic participation, republicanism, representative government, and the rule of law, as well as the impact of Judeo-Christian principles such as justice, individual worth, personal responsibility, and constitutional government. The survey shall also address the Renaissance, Reformation, Enlightenment, democratic revolutions, and twentieth-century challenges to liberal democracy including totalitarianism.

d. The Common Good and the Teacher's Vocation, which shall address the concept of the common good as developed in Western political thought, the relationship between individual rights and the common good in America's constitutional republic, and the teacher's role in preparing students for participation in democratic self-government.

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