

## PROFESSIONAL PREPARATION

### Implementation of Rule 6A-4.006(2) – July 27, 2006

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#### Part 1: General Information

##### Authority

Section 1012.56(5)(f), Florida Statutes, includes an option for teachers to satisfy mastery of professional preparation and education competence (PP/EC), one of the requirements for the professional certificate, by completion of specified college courses, passing the Professional Education test, and classroom demonstration of professional education competence (PEC). This college course analysis option is implemented through State Board of Education Rule 6A-4.006(2). The 2006 revision of this Rule, with an effective date of July 27, 2006, more closely aligns to the priority teacher competencies and requirements in the other professional preparation options. This document addresses implementation of the Rule.

##### Processing Guidelines

- The college course analysis option of Rule 6A-4.006(2) includes two sections: (2)(a) covers coursework requirements, and (2)(b) addresses the practical teaching experience requirement (PTER).
- Section (2)(a) provides two sets of coursework: (1) for Agriculture and (2) for all other applicable subjects.
- Coursework exceptions: The following subject areas are not required to satisfy the *coursework* specified in section (2)(a) of Rule 6A-4.006 but are required to meet PTER:
  1. Preschool Education - Professional preparation coursework is included in and satisfied with subject specialization.
  2. Prekindergarten-Primary Education - Professional preparation coursework is included in and satisfied with subject specialization.
  3. Speech-Language Impaired - Rule 6A-4.0176 specifies two professional preparation courses in lieu of those in (2)(a) of Rule 6A-4.006. See SLI lesson for details.
  4. School Social Worker - Exempted from coursework.
- The general principle is that once an individual has met specialization and professional preparation (coursework and PTER) for one subject, professional preparation is considered met for all subjects. Specific processing details, scenarios, and exceptions follow.
  1. Individual Applies for Preschool or Prekindergarten-Primary Education and Another Subject: If specialization and professional preparation are met for Preschool or Prekindergarten-Primary Education by any acceptable option, including passing the SAE and completing PTER, professional preparation is met for Preschool, Prekindergarten-Primary Education, and all other subjects.
  2. Individual Applies for Multiple Subjects (other than School Social Worker): If specialization and professional preparation are met for at least one of the subjects, professional preparation is met for all of the subjects. If specialization and professional preparation are **not** met for at least one of the subjects, professional preparation is evaluated in full for each subject, including any applicable special methods and reading courses.
  3. School Social Worker Exception: School Social Worker is the only subject exempted from all professional preparation coursework. For this reason, processing for School Social Worker differs from that of other subjects. The individual who holds a Temporary Certificate or SOE for School Social Worker and applies for another subject is evaluated in full for professional preparation in the other subject. However, once the applicant is

eligible for (or holds) the Professional Certificate in School Social Worker, PP/EC is satisfied for all subjects.

4. **Individual Applies for Agriculture and Another Subject:** The individual who meets specialization and professional preparation for Agriculture also meets professional preparation for the other subject and vice versa. However, the applicant who does not meet specialization and professional preparation for either subject is outlined for Agriculture professional prep on the Agriculture SOE and standard professional prep on the non-Agriculture SOE.
- **GPA:** The professional preparation rule does not require a specific GPA for coursework. Courses must be taken for college credit with a grade of D or better or "pass."

#### Determining Whether Old or New Professional Preparation Applies

##### General Principles:

1. For the purpose of this section *old professional preparation* refers to the provisions of Rule 6A-4.006(2) in effect immediately prior to July 27, 2006, and *new professional preparation* refers to the provisions of Rule 6A-4.006(2) effective as of July 27, 2006.
2. **Coursework/PTER Professional Preparation Package:** Old professional preparation includes the old coursework and two-year PTER requirement. New professional preparation includes the new coursework and one-year PTER requirement. Old coursework and new one-year PTER cannot be combined.
3. **Processing Exception:** An application received on or after July 27, 2006 that would generally be processed under old professional preparation as described in scenarios 1 and 2 of the following section, can instead be processed under new professional prep at the request of the applicant or district. Documentation of the request (conlog, letter, fax, e-mail, etc.) must be on file at the time of processing.
4. A key factor in understanding the following scenarios is whether or not a temporary certificate has been issued for a subject evaluated under old professional preparation.

##### Old Professional Preparation Scenarios:

1. Conditions:
  - Valid temporary certificate or within one year of expiration of temporary certificate
  - SOE for subject on temporary certificate was based on old professional preparationResult:
  - Old professional preparation applies unless/until continuity is broken between temporary and professional certificates.
2. Conditions:
  - Valid temporary certificate or within one year of expiration of temporary certificate
  - SOE for subject on temporary certificate was based on old professional preparation
  - Application for another subject is submitted on or after July 27, 2006Result:
  - SOE for new subject is prepared in "to add" format under old professional preparation.
3. Conditions:
  - Valid SOE based on old professional preparation
  - No valid temporary certificate
  - No expired temporary certificate that is within one year of expirationResult:
  - Old professional preparation applies to the SOE until it expires.

**New Professional Preparation Scenarios:**

1. Conditions:

- Application received on or after July 27, 2006
- No valid temporary certificate based on old professional preparation
- No expired temporary certificate based on old professional preparation that is within one year of expiration
- No valid SOE based on old professional preparation

Result:

- Application is processed under new professional preparation.

2. Conditions:

- Application received on or after July 27, 2006
- Valid SOE (SE or SI status) based on old professional preparation
- No valid temporary certificate based on old professional preparation
- No expired temporary certificate based on old professional preparation that is within one year of expiration

Result:

- New professional preparation applies to the new application
- The following statement is added to the end of the new SOE:

“NOTE: Our records indicate that you hold an Official Statement of Status of Eligibility for [OLD SUBJECT] which expires on [OLD SUBJECT DATE]. Certification requirements have changed since that time, and this Official Statement reflects those changes. Only if you are employed and your certificate for [OLD SUBJECT] is issued before [OLD SUBJECT DATE] will you follow the requirements listed on your Official Statement for [OLD SUBJECT] to obtain a Professional Certificate.”

**Part 2: Analysis Procedures for Standard Professional Preparation**

**Fifteen (15) semester hours with credit in the following professional education areas** (*Note: 15 hour total applies to all subjects; however, more than 15 hours may be needed to complete all of the specific course requirements.*):

- **Classroom management including safe learning environments.**

Sample course titles:

Classroom Management  
Managing the Classroom

Classroom Management/Guidance  
Classroom Management and Teaching

Notes:

Courses in this area must be taken at a senior institution at the upper division level or higher and should have an education prefix.

Creating a “safe learning environment” is an integral component of classroom management and therefore does not have to be specifically identified.

- **Human development and learning.**

Sample course titles:

Learning  
Theories of Learning  
Psychology of Learning  
Classroom Learning Principles

Developmental Psychology  
Human Growth & Development  
Adolescent Psychology  
Child Development

Cognition  
Psyc. Found of Educ.  
Educational Psychology  
Lifespan Development

Notes:

Courses may have education, psychology or other prefixes.

Do not use general or abnormal psychology, psychology of exceptional children, behavior, group behavior, personality dynamics or mental hygiene.

Appropriate courses taken at a community or junior college are acceptable in this area.

- **Educational assessment to include the content measured by state achievement tests and the interpretation and utilization of data to improve student achievement.**

Sample course titles:

Measurement & Evaluation in the Classroom  
Measurement & Evaluation in Education  
Measurement, Evaluation & Assessment in Education

Notes:

The focus of this course is on analysis of data to improve student outcomes.

Courses in this area must be taken at a senior institution at the upper division level or higher and should have an education prefix.

Do not accept a course in Measurement in Education without additional information that the course includes the use of data to improve student achievement.

Do not accept courses covering *only* Test Construction.

Do not accept courses in Educational Research or Psychoeducational Assessment.

- **Effective instructional strategies including the needs of diverse learners.**

Sample course titles:

Professional Teaching Practices  
Instructional Strategies  
Field Experiences  
Teaching Practicum  
Effective Teaching in the Secondary School  
Integrated Teaching in Elementary Education  
Middle Grades Instructional Strategies

Unacceptable courses:

Curriculum Development  
Elementary and Secondary Curriculum

Notes:

The focus of this requirement is on effective teaching techniques, **not** curriculum development. Therefore, a course covering *only* curriculum is not acceptable.

Courses in this area must be taken at a senior institution at the upper division level or higher and should have an education prefix.

Appropriate grade levels for courses in this area are preschool, prekindergarten, elementary and secondary.

Most courses on effective instructional strategies cover teaching methods for diverse learners. Therefore, specialists do not have to check course descriptions for inclusion of strategies for diverse learners. (See next note for exception.)

If an individual has taken an upper level instructional strategies course that clearly does not address diverse learners (e.g., Instructional Strategies for the Typical Learner), EDG 2701 Teaching Diverse Populations may be used in conjunction with the upper level instructional strategies course to *complete* this requirement. EDG 2701 (a lower division level course) by itself does not satisfy this requirement.

▪ **Curriculum and special methods of teaching the subject.**

This requirement applies to:

- All middle grades (5-9) subjects
- All secondary (6-12) subjects
- The following K-12 subjects: art, music, dance, computer science, health, foreign languages, and humanities

This requirement does *not* apply to:

Educational Leadership	Physical Education	Visually Impaired
Educational Media Specialist	Adm. Of Adult Educ.	Hearing Impaired
Elementary Education	School Psychologist	Reading
Exceptional Student Education	Guidance & Counseling	ESOL

Sample course titles appropriate for specific subjects:

Teaching Mathematics in the Middle School (MG Math, Math 6-12, MGIC)  
 Teaching Science in the Secondary School (MG Gen Sc, 6-12 Sep Sciences, MGIC)  
 Secondary Soc. Science Curriculum and Methods (MG Soc Sc, Soc Sc 6-12, MGIC)  
 Teaching K-12 Computer Science (Computer Science)  
 Secondary Mathematics Teaching Practicum (MG Math, Math 6-12, MGIC)

Notes:

Course must be specific to the subject and at the appropriate grade level as detailed in the notes below.

The focus of this requirement is on effective methods of teaching a specific subject.

Courses on special methods of teaching a subject typically include curriculum. Therefore, specialists do not have to check course descriptions for inclusion of curriculum.

Do not accept courses covering *only* curriculum in the subject without additional information that the course also includes teaching methods.

Courses in this area must be taken at a senior institution at the upper division level or higher.

Middle Grades (5-9) and Secondary (6-12) - Courses are acceptable at *either* the middle or secondary level.

K-12 - Courses are acceptable if they cover one of the following: (1) K-12, (2) elementary and middle levels, or (3) elementary and secondary levels.

Foreign Languages - A course at the appropriate level (See K-12 note above.) in teaching "foreign language" or English to Speakers of Other Languages (ESOL) is acceptable to satisfy this requirement for a foreign language.

Humanities - A course at the appropriate level (See K-12 note above.) in teaching humanities, art, drama, English, a foreign language, language arts, literature, or music is acceptable to satisfy this requirement for humanities.

Separate Areas of Science - For biology, chemistry, earth-space science or physics the requirement is for a course in teaching "science."

Middle Grades Integrated Curriculum - A course in teaching math, science, social science or English at the middle or secondary level is acceptable.

▪ **Foundations of research-based practices in teaching reading.**

This requirement applies to:

- All middle grades (5-9) subjects
- All secondary (6-12) subjects

Sample courses:

Florida Online Reading Professional Development (FORPD)\*  
Foundations of Developmental Reading  
Teaching Reading in Middle and High School  
Methods of Teaching Reading in the Elementary School  
Developmental Reading  
RED 5047 and RED 5147 at Florida public universities

Notes:

This requirement addresses the foundations of research-based reading practices.

\* The FORPD course, like all other courses, must be taken for college academic credit as reflected on an official transcript.

Completion of Competency 2 of a district Reading Endorsement add-on program *without earning college credit* does not satisfy this requirement.

Courses in this area must be taken at a senior institution at the upper division level or higher.

▪ **Practical Experience in Teaching. This requirement may be satisfied by one of the two plans listed below.**

- a. Six (6) semester hours earned in a college student teaching program or supervised internship completed in an elementary or secondary school.

Sample course titles:

Directed Teaching	Internship
Student Teaching	Practice Teaching

- b. One (1) year of full-time teaching experience in an elementary or secondary school.

▪ **Elective credit.**

All education courses completed at an acceptable junior/community or senior (four-year) institution of higher learning which are not used to satisfy a specific requirement in professional preparation may be recorded as elective credit.

Sample course titles and categories:

Vocational Education	Higher Education
Adult Education	Exceptional Child Education
Elementary Education	Counseling in the Elem. School
ESOL Methods	Teacher Effectiveness Training
Seminar in Education	Introduction to Education
Educational Leadership	Introduction to Guidance
Any course with an education prefix	

**Part 3: Analysis Procedures for Agriculture Professional Preparation**

**Fifteen (15) semester hours with credit in the following professional agricultural education areas:**

▪ **Curriculum development and educational assessment in agriculture.**

Sample course titles:

Curriculum Dev & Assessment Techniques in Emerging Agri. Technologies (UF-AEE 4202)\*  
Curriculum and Program Planning for Agricultural Education (UF-AEE 4504)\*\*

Notes:

\* AEE 4202 is the intended course for this requirement. It is offered online at UF through the Plant City Campus.

Agriculture Education courses covering curriculum or educational assessment are acceptable.

\*\* AEE 4504 at UF under the title "Curriculum and Program Planning for Agricultural Education" satisfies the curriculum development/assessment and program planning requirements. AEE 4504 at UF under the title "Program Planning in Agriculture Education" satisfies only the program planning requirement.

Most agriculture instructional strategies courses include curriculum development and program planning. If the individual has completed a second agriculture instructional strategies course, it can be applied here if needed.

Florida courses will have an AEE prefix.

Courses in this area must be taken at a senior institution at the upper division level or higher.

▪ **Instructional strategies of teaching agriculture.**

Sample course titles:

Special Methods of Teaching Agricultural Education (UF-AEE 4224)\*

Instructional Techniques in Agricultural and Vocational Education (UF-AEE 3200)

Advanced Instructional Techniques (UF-AEE 5206)

Notes:

\* AEE 4224 is the intended course for this requirement. It is offered online at UF through the Plant City Campus.

Most agriculture instructional strategies courses include curriculum development and program planning. If the individual has completed a second agriculture instructional strategies course, it can be applied as needed in curriculum development or program planning.

Florida courses will have an AEE prefix.

Courses in this area must be taken at a senior institution at the upper division level or higher.

▪ **Program planning in agricultural education.**

Sample course titles:

Program Development and Evaluation (UF-AEE 4500)

Curriculum and Program Planning for Agricultural Education (UF-AEE 4504)\*

Program Planning in Agricultural Education (UF-AEE 4504)\*

Notes:

\* AEE 4504 at UF under the title "Curriculum and Program Planning for Agricultural Education" satisfies the curriculum development/assessment and program planning requirements. AEE 4504 at UF under the title "Program Planning in Agriculture Education" satisfies only the program planning requirement and is the intended course for the program planning requirement, which is offered online at UF through the Plant City Campus.

Most agriculture instructional strategies courses include curriculum development and program planning. If the individual has completed a second agriculture instructional strategies course, it can be applied here if needed.

Florida courses will have an AEE prefix.

Courses in this area must be taken at a senior institution at the upper division level or higher.

- **An agriscience induction course which includes basic principles and philosophy of agricultural education, and strategies for classroom management.**

Sample course titles to satisfy principles of agriculture educ. and classroom management:

Agriscience Teacher Induction (UF-AEE 4905 or AEE 6905) \*  
Development and Philosophy of Agriculture Education (UF-AEE 3323)  
Agriscience Teacher Introduction (UF-AEE 6905)

Sample course titles to satisfy *only* classroom management:\*\*

Classroom Management	Classroom Management/Guidance
Managing the Classroom	Classroom Management and Teaching

Notes:

\* The "Agriscience Teacher Induction" course at UF is the intended course for this requirement. Beginning Fall 2006 it will be offered as a 6 semester hour course through UF's Plant City Campus with a combination of online components, classroom observations, evaluations and support, and limited on-campus workshops. It covers principles of ag ed and classroom management.

Both requirements (principles of ag ed and classroom management) must be satisfied. Florida's AEE courses on principles of ag ed cover both competencies and can be accepted without additional research.

\*\* The classroom management component does not have to be specific to agriculture and can be satisfied with any of the courses acceptable for the standard professional preparation classroom management requirement.

Courses in this area must be taken at a senior institution at the upper division level or higher.

- **Practical Experience in Teaching. This requirement may be satisfied by one of the two plans listed below.**

- a. Six (6) semester hours earned in a college student teaching program or supervised internship completed in an elementary or secondary school.

Sample course titles:

Directed Teaching	Internship
Student Teaching	Practice Teaching

- b. One (1) year of full-time teaching experience in an elementary or secondary school.

- **Elective credit.**

All education courses completed at an acceptable junior/community or senior (four-year) institution of higher learning which are not used to satisfy a specific requirement in professional preparation may be recorded as elective credit.

Sample course titles and categories:

Vocational Education	Higher Education
Adult Education	Exceptional Child Education
Elementary Education	Counseling in the Elem. School
ESOL methods	Teacher Effectiveness Training
Seminar in Education	Introduction to Education
Educational Leadership	Introduction to Guidance
Any course with an education prefix	

## **Part 4: Use of Teaching Experience in Professional Preparation**

### General:

- Standard provisions regarding the use of teaching experience apply to its use in professional preparation (e.g., private school experience must be covered by state certificate, 99 full-time days within fiscal year equals one year, etc.)
- One year limit: The 2006 revision of State Board of Education Rule 6A-4.002 limits the use of teaching experience in professional preparation to one year of acceptable elementary or secondary experience in lieu of 3 semester hours of college credit.
- The one year may only be applied to one professional preparation course requirement or as elective credit. It cannot be split to satisfy more than one course requirement.

Agriculture Professional Prep: The professional preparation course requirements for agriculture are specific to the subject of agriculture. Therefore, with the exceptions of the classroom management component of the agriscience induction requirement and elective credit, experience must be in teaching middle or secondary agriculture to use the experience to satisfy any one of the four agriculture professional preparation course requirements.

### Standard Professional Prep:

- Teaching experience in any subject at the elementary, middle or secondary grade level may be applied as elective credit or in satisfaction of any one of the following professional preparation course requirements: classroom management, human development and learning, educational assessment, or effective instructional strategies.
- Curriculum/special methods of teaching the subject  
Teaching experience applied in lieu of this requirement must be gained in the specific subject and at the appropriate grade level.  
For 5-9 and 6-12 subjects teaching the subject at the middle or secondary level is acceptable.  
For K-12 subjects teaching the subject at the elementary and middle, or elementary and secondary levels is acceptable. Teaching the subject in grades 6 and 7 or 6 and 8 in a middle school is also acceptable.
- Foundations of Teaching Reading  
Teaching experience as the Reading teacher at the elementary, middle, or secondary level is acceptable to satisfy this requirement. Teaching experience as the regular Elementary Education classroom teacher is also acceptable to satisfy this requirement.

### Practical Teaching Experience Requirement (PTER)

- Satisfying the practical teaching experience requirement (PTER) with one year of teaching experience does not add college credit hours to the total in Professional Preparation. Once PTER is "OK'd" on the checksheet, it may then be used in lieu of three (3) semester hours of college credit toward a missing requirement.
- To satisfy the 15 semester hour total in education courses, the applicant must complete at least 11 semester hours (1 hour can be waived) of earned college credit in combination with one year of teaching experience. A typical applicant will complete four 3-semester hour classes with one year of teaching experience to satisfy the total.
- Any acceptable full-time teaching experience in an elementary or secondary school will satisfy PTER for any subject area.

College Teaching Experience:

- Teaching a college course is considered the same as taking the course for credit and therefore may be used on a course-by-course basis to satisfy professional preparation coursework. Acceptable verification shall be a letter on university letterhead from the registrar or dean that includes the course name, prefix and number, dates it was taught, and the number of semester hours earned by students in the course. For this course-by-course use of college teaching, the applicant does not have to be teaching on a full-time basis, and there is no limit on the use of this type of experience.
- **Reminder:** For applications received 7-1-2003 and after, 2 semesters of full-time college teaching experience in a regular full-time instructional position satisfies the Professional Preparation and Education Competence requirement in full (in addition to the General Knowledge requirement). Therefore, course-by-course use of college experience would only be applicable if the individual taught only isolated courses and not full time. When there is evidence of possible acceptable full-time college teaching experience on the application or elsewhere in the file, the processing specialist will request appropriate verification in the SOE. If documentation is provided and it is acceptable, the SOE is revised. If not acceptable, the applicant is advised by letter.