Evaluation of Educational Leadership Preparation Programs

Based upon Approval Standards Adopted Pursuant to Rule 6A-5.081, F.A.C.

These standards and associated criteria reflect statutory requirements of section 1012.986, Florida Statutes, and revisions to Chapter 6A-5.081, F.A.C., adopted by the Florida State Board of Education in May 2007. Additional information concerning the program approval process may be obtained through the Educator Preparation Program Approval Section of the Bureau of Educator Recruitment, Development and Retention, 850.245.0435.

Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program is based on competencies aligned with the Florida Principal Leadership Standards and includes all other state-mandated requirements.

1.1 The institution or district incorporates all required curriculum content and the needs of the state and school district(s) into required courses or professional development offerings.

Criteria for Transitional Program Approval	Required Elements	Acceptable	Needs Improvement	Unacceptable
1.1.1 Course work or professional development documentation indicates where all curriculum components are taught in the leadership preparation program or university's or college's modified program.	A. Program documentation (matrix, curriculum map, other tool) reflects course work or planned professional development through which the candidate can practice and fully demonstrate each of the Florida Principal Leadership Standards.			
	B. Program documentation (matrix, curriculum map, other tool) reflects course work or planned professional development through which the candidate can practice and fully demonstrate each of the *Competencies and Skills Required for Certification in Educational Leadership in Florida* (Most recent edition published).			
	C. A plan is described for those candidates who have not met their ESOL/ELL requirement of sixty (60) hours of ESOL district inservice points or three (3) credit hours in a survey			

	type ESOL course to demonstrate the mastery of the ESOL standards required of school administrators. All previous ESOL inservice training may be used to satisfy this requirement.			
1.1.2 The program courses or professional development reflect the needs identified by the school district(s) and the state.	A narrative is provided that articulates how the program courses or professional development are based on district and state needs. 1. Examples of local district needs may be based on critical principal shortage areas due to increased retirements, high need areas based on student data and/or school grades, and/or changes in district student population or enrollment. 2. Examples of State needs may include critical principal shortages regional areas due to increased retirements, high need regional areas based on student data and/or school grades, policy changes, and/or changes in the state student population or enrollment.			
1.1.3 The overall course design places the greatest emphasis on the school leader's role in improving curriculum, instruction, and student achievement.	Program documentation (matrix, curriculum map, other tool) reflects multiple opportunities for the candidate to practice application of knowledge with the purpose of improving curriculum, instruction and student achievement.			

FINDINGS: Criteria 1.1

1.2 The program includes field experiences designed to provide opportunities for candidates to apply program knowledge and demonstrate required leadership competencies in a collaborative K-12 school setting.

1.2.1 Field experiences are integrated within the overall program courses or an internship is provided.	Program documentation shows field experiences throughout the program which are linked directly to the ten Florida Principal Leadership Standards and *Competencies and Skills* for			

	Educational Leaders. Placement of field experiences within the program may be shown on a matrix or curriculum map. An internship is provided for the candidate at the conclusion of the program **if** field experiences <u>are not</u> incorporated throughout the curriculum of the program.			
1.2.2. Field experience activities are designed to provide application, practice, and reflection on required standards and competencies focusing on school improvement and improving student achievement.	Appropriate field experience descriptions include activities specifically related to curriculum improvement and student achievement, and provide the candidate with the opportunity to demonstrate mastery of each required standard and competency.			
1.2.3. There is a plan for candidates to receive feedback and coaching from their supervising faculty and district personnel on their performance of essential competencies during their field experiences.	The field experience descriptions clearly describe processes and tools for monitoring the candidates' progress by providing timely feedback and guidance on their performance in specific activities and overall progress in demonstration of the principal leadership standards and competencies and skills.			

FINDINGS: Criteria 1.2

1.3. The program design incorporates appropriate elements of the William Cecil Golden Program for School Leaders (WCG).

1.3.1 Program design incorporates tools and/or resources offered through the WCG to enhance curriculum content or delivery.	Appropriate elements of the William Cecil Golden Program for School Leaders are incorporated into the program curriculum based on the institution's or district's program design. These may be noted on matrices/curriculum maps or within course descriptions.			
1.3.2. A plan is included for candidates to utilize the resources available through the WCG program, including web tools and resources.	A plan is described on how the institution plans to train the candidate to use the WCG program and website -- https://www.floridaschoolleaders.org/ as a resourceful tool.			

FINDINGS: Criteria 1.3				
1.4. Courses are taught and field experiences are supervised by qualified personnel.				
1.4.1 Faculty/instructors have the appropriate education background and experience to deliver the courses and professional development required in the program.	Program documentation includes background information to verify qualifications for all faculty/instructors. Information should include: 1. administrative position(s) held in K-12 settings (examples: vice-principal, principal, director in an educational setting where supervision of teachers was a major responsibility of the position, etc.) 2. years of experience in each position included			
1.4.2 Field experiences are designed to be supervised by faculty/instructors who have successful experience in the areas addressed during the field placements.	A system of verification is described on how supervising faculty have demonstrated successful administrative experiences that can be shared with the candidate as he/she participates in field experiences throughout the program. This can be verified via faculty vitas or resumes for district employees.			
FINDINGS: Criteria 1.4				
		Acceptable	Needs Improvement	Unacceptable
OVERALL SCORE FOR STANDARD ONE				
COMMENTS				

Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in the core curriculum.

2.1. Methods and procedures have been established to assess candidates' admission requirements and progress in meeting outcomes of the program competencies aligned with the required curriculum as the candidate matriculates through the leadership preparation program or university's or college's modified program.

Criteria for Transitional Program Approval	Required Elements	Acceptable	Needs Improvement	Unacceptable
2.1.1 State-mandated admission and completion requirements are consistently applied for the modified program.	Documentation is provided that indicates the institution's admission requirements for the modified program, which includes the candidate holding a master's or higher degree. A plan is provided that describes how the institution will document how the candidate matriculates through the program and meets the requirements for completion. NOTE: Providing a modified program in your approved program is an institutional decision to do so or not. Therefore, this criteria is an option, but will need to be specified if this is a decision to offer one.			
2.1.2 Assessments have been placed within each program design to collect data on candidates' progress in meeting outcomes of the required curriculum competencies.	A. Documentation is provided that articulates how the program will follow state-mandated admission, enrollment, and completion requirements through the collection and maintenance of the following data sets: 1. Number of candidates admitted into the program. 2. Number of candidates currently enrolled (maintaining status in the program by institution's or district's definition) in the school year. 3. Number of candidates that meet all requirements of the program and complete the program.			

		B. Program documentation reflects instruments and/or methods for assessing candidate progress throughout the program in the following required curriculum components: 1. Each of the Florida Principal Leadership Standards 2. Competencies and Skills for Certification in Educational Leadership 3. Field-experience demonstration of the principal leadership standards and competencies and skills as appropriate 4. Pre-determined WCG resources/tools used within the program *Notes:* Assessment and placement information may be shown on a matrix or curriculum map. Examples of assessments and methods include: rubric, portfolio, field experience observation instrument, test, etc.			
2.1.3	A systematic process is in place to provide candidates with feedback on their mastery of assessments given throughout each program and a remediation plan is developed if mastery is not achieved.	A systematic process is described that provides candidates with feedback on how well they are demonstrating the core curriculum components and their progress toward completing the program; and a systematic remediation plan is described if mastery is not achieved on one or more of these curriculum components.			
2.1.4	An assessment system is put in place by the University faculty and district staff to review the candidates' adequate progress in meeting the outcomes of each program's competencies.	A college-wide or district-wide assessment system is fully described that will be used to capture the candidates' progress on the outcomes of the program's standards and competencies. This assessment system should include a detailed explanation of how the data will be collected on each candidate's progress by including who will record the student's progress and the process of how the progress of each candidate will be determined and tracked.			

FINDINGS: Criteria 2.1				

2.2 A process is in place to determine and record whether candidates have successfully demonstrated mastery at the initial certification level of the competencies required in the curriculum.

2.2.1 The institution or district has developed an assessment system that can assess demonstration of mastery on the required competencies for each candidate through course work, field experiences and the Florida Educational Leadership Examination (FELE).	Process developed by the university or district that will be used for selecting/developing appropriate instruments and processes for assessing the candidates' mastery on the required standards and competencies, through the candidates' course work, field experiences, and the Florida Educational Leadership Examination (FELE) is described.			
2.2.2 The program publishes program completion requirements for a full program and a modified program as appropriate, including degree completion, competency demonstration, and passing scores on the FELE, and documents that only candidates who meet these requirements will receive an endorsement.	The institution or district describes how it will publish to the public the basic requirements of the educational leadership program and modified program as appropriate, and explain how a candidate who meets these requirements will receive an endorsement. The publications that can be included are university catalogs, university-wide publications, marketing materials, program guides, etc.			

FINDINGS: Criteria 2.2				

2.3 The institution and district will develop a collaborative plan to address the remediation of program completers' who do not meet district employers' satisfaction in their first two years in an educational leadership position.

2.3.1 A collaborative process has been developed to identify program completers who have not met their employers' satisfaction.	A collaborative plan is provided by university faculty and district staff that articulates how additional support/and or remediation of program completers in their first two (2) years will be provided if completers have not met their employers' satisfaction, including documentation of results.			

2.3.2. A collaborative process is established by university faculty and district staff to determine the remedial action needed when program completers have not met their employers' satisfaction.	A descriptive and collaborative plan is provided on how the program will identify those program completers who have not met performance expectations as a school administrator within their first two (2) years after completing the program. This remediation plan is only required when the candidate is employed in a Florida district.			
2.3.3 A process is established for assessing the remediation.	A process is articulated for how the candidate will be assessed within the remediation process that has been established for the program. This process will include both university faculty and district staff and how additional support and/or professional development will be provided for their program completers in their first two (2) years of completing the program.			
FINDINGS: Criteria 2.3				
	Acceptable	Needs Improvement	Unacceptable	
OVERALL SCORE FOR STANDARD TWO				
COMMENTS				

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

3.1 A formal partnership is established between the program and the district or institution for designing and implementing a leadership preparation program that is based on a shared vision of school leaders who have the essential knowledge and skills to improve schools and increase student achievement.

Criteria for Transitional Program Approval	Required Elements	Acceptable	Needs Improvement	Unacceptable
3.1.1 The partnership is designed to be formal, definitive and institutionalized.	The partnership between university and district is articulated and purposeful collaboration activities are clearly described.			
3.1.2 The program addresses state and school district needs.	A narrative is provided that articulates how the program will collect information that allows the program to continue to respond to school district and state needs. 1. Examples of local district needs may be based on critical principal shortage areas due to increased retirements, high need areas based on student data and/or school grades, and/or changes in district student population or enrollment. 2. Examples of State needs may include critical principal shortages regional areas due to increased retirements, high need regional areas based on student data and/or school grades, policy changes, and/or changes in the state student population or enrollment.			
3.1.3 Resources and conditions support the candidates' success and may include a joint system for candidate recruitment and selection.	The types of resources used in the program support the candidates' success, including a joint system for candidate recruitment and selection are described. This joint system can include a plan for those candidates who complete the educational leadership program and are selected into the district			

	leadership program.			

FINDINGS: Criteria 3.1				

3.2   Methods and procedures are in place to assess program completers' and district employers' satisfaction with the completers' preparedness for serving in a school based leadership position in the first year of such employment after completing the program.

3.2.1 A process has been established to determine program completers' satisfaction with their level of preparedness for the first year of serving in a school leadership position.	A collaborative process is articulated for how completer satisfaction will be assessed and determined. The narrative will need to describe or include the completer survey(s), as the results will impact continuous program improvement.			
3.2.2 A process has been established to determine district employers' satisfaction with the level of preparedness of program completers for the first year of serving in a school leadership position, including rehire rates of program completers.	A narrative is provided that articulates how employer satisfaction data, including rehire rates of program completers, will be used for continuous improvement. The following must be provided: 1. Copy of the employer satisfaction survey is given to district employers one year after the candidates complete the program. 2. Rehire rate data			

FINDINGS: Criteria 3.2				

3.3 A systematic process for monitoring faculty's K-12 professional development experiences and evaluating faculty's current standards of teaching and supervising are implemented and maintained on a yearly basis for continuous improvement purposes.

3.3.1 A plan is in place for university faculty to participate annually in activities or research within K-12 school settings in the curriculum area(s) they teach.	A plan that clearly describes the type of monitoring system that will be used to monitor the faculty's participation in annual activities or research within the K-12 school settings that is within the instructor's scope of instruction.			

3.3.2	The program documentation includes systematic procedures to obtain candidates' feedback on the quality of teaching and field experience supervision.	A systematic process is described that provides candidates with feedback on how well they are demonstrating the core curriculum components and their progress toward completing the program.			

FINDINGS: Criteria 3.3

3.4 A formal process is in place for continually monitoring whether the program is being implemented as designed and the desired outcomes are being achieved each year documented through the Institutional Program Evaluation Plan (IPEP).

3.4.1	A process has been established for collecting and analyzing data from Standards 2 and 3, and candidate admission, enrollment, completion and placement rates.	A formal process is articulated for collecting and analyzing data from Standards 2 and 3.1 – 3.3, including admission, enrollment, completion, and placement rate analyses. The following must be included in this process as required in Rule 6A-5.081 for continued approval purposes: 1. A narrative describing the annual evaluation process and dissemination of results noting strengths and weaknesses; including a timeline 2. Composition (positions of the members, e.g. Asst. Dean, program coordinator) of the team involved in the data analysis. 3. An action plan for using the data for continuous improvement is outlined/provided. 4. A plan for stakeholder involvement is included.			
3.4.2	A plan is created for university/district faculty and advisory board members to review and use the results of this process to refine the design and delivery of the program to meet quality standards and make continual improvements.	The continuous improvement process creates a decision-making mechanism for the routine analysis of data collected to support the three (3) Initial Approval Standards to continue to meet quality standards for continuous improvement purposes.			

FINDINGS: Criteria 3.4			
	Acceptable	Needs Improvement	Unacceptable
OVERALL SCORE FOR STANDARD THREE			
COMMENTS			
	Acceptable	Needs Improvement	Unacceptable
OVERALL EVALUATION OF PROGRAM			
COMMENTS			

Description of Scoring Scale

1 = Unacceptable

Evidence presented is unclear and/or inappropriate. Narratives do not address all necessary elements. The plan is vague, unrealistic, and/or missing required elements. Documentation is incomplete.

2 = Needs Improvement

Evidence presented is somewhat unclear and/or inappropriate. Narratives address most but not all necessary elements. Portions of the plan are vague, unrealistic, and/or missing required elements. Documentation is incomplete, however essential elements are included.

3= Acceptable

Evidence presented is clear and appropriate. Narratives address all necessary elements. Plans are well articulated, realistic, and contain all required elements. Documentation is complete.

Program Approval Requirements

To earn **Full Approval**:

- No "unacceptable" rating in any criteria;

- No "needs improvement" rating in 1.1, 2.2, and 3.4; or

- No more than three "needs improvement" ratings across all three standards.

To earn **Conditional Approval**:

- No "unacceptable" rating in any criteria;

- No more than one "needs improvement" rating in 1.1, 2.2, and 3.4; or

- No more than four "needs improvement" across all three standards.

To earn **Unacceptable** (Denied):

- An "unacceptable" rating in any criteria;

- More than one "needs improvement" in 1.1, 2.2, and 3.4; or

- More than four "needs improvement" across all three standards

University/College:
Summary of Areas Needing Improvement
Standard 1. Core Curriculum Content The curriculum content delivered in each approved program is based on competencies aligned with the Florida Principal Leadership Standards and includes all other state-mandated requirements.
Standard 2. Candidate Performance Each candidate in the approved program will demonstrate all competencies identified in the core curriculum.
Standard 3. Continuous Improvement The approved program implements processes to ensure continuous program improvement.

General Comments
University/College:
Level of Program Approval: ☐   Full Approval until: _____   ☐   Conditional Approval until: _____   ☐   Pending Approval until: _____