

Approval of Level I Educational Leadership Programs

Transcript

January 31, 2017

Slide 1:

Good morning everyone, and welcome to the *Approval of Level I Educational Leadership Programs* webinar. Present with me are members and staff of the Bureau of Educator Recruitment, Development, and Retention.

My name is Samantha Martin. I am the educational policy consultant for the Office of Educator Preparation, and I will be your webinar facilitator for today.

This presentation is designed for institutions and school districts that offer or desire to offer Educational Leadership Programs. These state-approved programs lead to a Level I Educational Leadership certification. At this time, 25 institutions are state-approved, along with one school district, which is Duval County.

Should any questions arise as we unpack this presentation, please save questions and submit them to the chat feature of the webinar, or wait until the operator opens the lines.

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The objectives for today's presentation are to provide you with information about significant changes to Level I program approval requirements, as specified in rule and statute. Additionally, I will provide you with information about the initial and continued program approval processes.

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Section 1012.562, Florida Statutes, titled - *Public accountability and state approval of school leader preparation programs*- requires the Florida Department of Education to establish a program approval process for Level I programs. School leader programs must be competency-based programs that are aligned to the principal leadership standards. According to this statute, the purpose of school leader preparation programs is to:

- Increase supply of effective school leaders
- Produce leaders who are prepared to lead the state's diverse student population
- Enable school leaders to facilitate development and retention
- Produce leaders with competencies and skills necessary to achieve the state's education goals

**Under this new rule, Level I programs are not required to use the William Cecil Golden School Leadership Development Program, but may, if they choose to do so.

As we go through this presentation, you will notice the alignment between rule and law. This alignment is because State Board Rule 6A-5.081, FAC, titled - *Approval of School Leadership Programs* – not only clarifies aspects of this law, but the rule also specifies how to implement these requirements.

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Please pay close attention as the following information relates to significant changes to candidate qualifications.

Level I program candidates, at minimum, must have demonstrated instructional expertise and leadership potential prior to program admission.

The new rule requires programs to define candidate grade point average requirements, candidate professional qualifications – which include instructional expertise and leadership potential standards; and candidate selection processes used to determine admission status.

This rule defines instructional expertise as documented demonstration of the Florida Educator Accomplished Practices (FEAPs) and evidence of achieving student learning gains. Acceptable documentation of instructional expertise must include a rating of effective or higher on the performance of students and instructional practice sections of the candidate’s two most recent performance evaluations.

Leadership potential is identified as critical skills and dispositions that a candidate must demonstrate prior to entering a program.

It is important to note that leadership potential is the analysis of candidate’s relentless focus on improving student achievement and contributing to demonstrable improvement of teaching effectiveness in classroom of colleagues not their own.

Institutions may add additional qualifications as determined locally.

Programs will describe the program’s admission requirements, which must include these additional qualifications – at a minimum – under Standard 1, Indicator 1.1, of the new standards in this year’s Institutional Program Evaluation Plan (or IPEP) report.

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Perhaps one of the most significant changes to the rule at hand deals with partnerships.

Please lend your ears critically to this section----

- Institutional programs must partner with at least one school district. According to this rule, partnerships must include evidence that the institution and school district work together to achieve the following:
 - Determine program admission standards, and identify select candidates.
 - Provide job-embedded field experiences for program candidates
 - Identify strategies for continuous improvement of the program based upon a review of the performance of program candidates and the performance of program completers using aggregate data from performance evaluations.

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Another significant rule revision focuses on programmatic requirements. Legislative intent is that the focus is on demonstration of competencies, not courses. Specific courses are neither specified, nor required by law or rule. These programmatic changes include:

- Providing candidates with training aligned to personnel evaluation systems specified under section 1012.34, Florida Statutes.

In this year's IPEP report, Level I programs will describe how candidates' training/preparation will be aligned/ or is aligned to the partner district(s) personnel evaluation system for school leaders.

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This section is particularly important because it emphasizes the importance of collaboration between programs and school districts to ensure key program faculty have the knowledge, skills, and experience as high performing school principals with a record of improving student achievement.

The Department will be looking for evidence that key program faculty have been selected in collaboration with school district partner(s) and have experience as high performing principals.

Programs will be asked to provide evidence of both, including submission of faculty vita.

Another key requirement that is not new, but equally important to mention is that Level I programs must be competency-based, and provide training that is aligned to the Florida Principal Leadership Standards. In addition, it should also be notated that programs are no longer approved for seven years; they are now approved for five years.

Equally as important to keep in mind is that state-approved educational leadership programs are reviewed for continued approval at the same time as the institution's teacher preparation programs.

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I would ask that you please pay close attention during this section, as there has been a shift in Initial and Continued Approval Standards-----

For example:

Standard one (1) has shifted from a focus on "Core Curriculum Content" to a more concentrated focus on the quality of the program's candidates and completers. Under this new standard programs must ensure that candidates and completers are prepared to serve as school principals for schools in which prekindergarten through grade 12 (p-12) students are provided high quality instruction to meet high standards for academic achievement.

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Also, standard two (2) has shifted from “candidate performance” to a focus on high-quality field experiences. Under this standard, field experiences should be purposeful and completed in relevant p-12 settings that are linked to program objectives.

Standard three (3) shifted from Continuous Improvement to Program Effectiveness – the change is not so much in the title as it is the requirements. Under this standard, programs are required to routinely examine candidate and completer performance and evaluate the program’s effectiveness based on these data.

Program Standards and Indicators are located on the EL-CAS 2016 Form; this form can be found on the department’s website.

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The expansion of the new rule requires that programs make changes in data collection processes, annual reporting requirements, and programmatic review processes. Programs must report in their annual review the following:

1. The percentage of personnel who complete the program and are placed in school leadership positions in public schools within the state
2. Results from the personnel evaluations
3. The passage rate of personnel who complete the program on the Florida Educational Leadership Examination (FELE)
4. The impact personnel who complete the program have on student learning
5. Strategies for continuous program improvement
6. Strategies for involving personnel who complete the program
7. Discretionary data as determined by the local program

The first three data elements are annually provided to state-approved educational leadership programs by the department, whereas, programs are responsible for collecting and reporting on the remaining data.

Another new requirement for Level I programs is that the program must guarantee the high quality of personnel who complete the program for the first 2 years after program completion or the person’s initial certification as a school leader, whichever occurs first. If a person who completed the program is evaluated as less than highly effective or effective under s. [1012.34](#) and the person’s employer requests additional training, the Level I program must provide additional training at no cost to the person or his or her employer. The training must include the creation of an individualized plan agreed to by the employer that includes specific learning outcomes. The Level I program is not responsible for the person’s employment contract with his or her employer.

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Since this is the first year of implementing these new requirements, Level I Programs seeking re-approval (continued approval) of their state-approval status must complete the following:

1. Each currently approved program must submit an IPEP based on the new initial approval standards via the eIPEP system.
 2. Submit the IPEP by November 15, 2017.
 3. Revise and submit matrices aligned to:
 - a. Florida Principal Leadership Standards
 - b. Competencies and Skills Required for Educational Leadership Certification
 4. Programs are required to fully implement these revised program requirements no later than fall 2018.
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For those institutions and school districts interested in offering a Level I Educational Leadership Program, I will now provide the process:

1. Programs should submit a “Request to Submit” or RTS form 30 days prior to the folio submission dates of January 15, April 15, July 15 or October 15.
 2. Programs should submit a program plan, commonly referred to as a program folio, using the department’s initial approval standards form.
 3. The Department will conduct a review within 90 days with a decision of full approval or denial.
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At this time, we will allow an opportunity for our participants to ask questions.

Operator, at this time would you please open the lines. Thank you.

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At this time, the Department and I would like to thank you for participating in this webinar. At a later date, I will email the slides presented today to the listserv. In the meantime, should you have any questions, feel free to email me at: Samanthia.Martin@fldoe.org

Since there are no further questions, we will now conclude this webinar. Have a great day!