

Transcript for 6A-5.081 September 22, 2016, 3:00 pm, EDT

Slide 1: Webex team, please start the recording.

Good day, ladies and gentlemen and welcome to the Rule Development workshop and webinar, with an opportunity for public input on draft rule text for Rule 6A-5.081 – Approval of School Leadership Programs. With me today are members of the Bureau of Educator Recruitment, Development, and Retention, as well as other Department staff.

So that everyone is aware, we are conducting this workshop both as a webinar via conference call and face-to-face. I would like to go through a few instructions for all of our different groups of people joining us today. For everyone's information, today's webinar and conference call are being recorded and the recording, the presentation materials and the transcripts will be posted to our website within 10 days. It will be extremely helpful if you have the draft rule text available so you can follow along as we go through the rule. The draft rule language was sent to the District Staff Development listserv, the Educational Leadership listserv, and Deans/Directors listserv, and any members of the public who requested copies. For those of you in the room who did not bring a copy of the rule and supporting documents with you, we have copies available in the back of the room.

Slide 2: We are going to conduct our workshop in three sections.

The first part will be an overview presentation of the authorizing statutes that are the underpinnings to this rule and form the basis for this draft rule language. Within this part we will then provide to you the basic rule text itself.

After we have reviewed the statutes and more specifically the rule language being discussed today, there will be two parts that will be interactive.

These interactive portions of today's workshop include Part Two where everyone who is participating, whether it is via the webinar or conference call OR in-person, can ask clarifying questions. This provides an opportunity for someone to make sure he or she understands properly what was said during the presentation, whether it was in the statute or in the draft rule text. These questions – and also the comments that follow – will help the Department to improve the draft rule text.

After the question and answer session has ended, we will go to Part Three, which is the actual public comments' section for this rule development workshop on the rule itself.

During this time, audience participants, whether physically participating by being in the meeting room, or participating by conference call or webinar, who wish to make a comment about the rule, will have an opportunity to do so. During this time there will be no responses, or questions, or debate.

Slide 3: A few more details about input and participation.

When you are asking a question or making a comment, please state your name and your affiliation, which can be just your institution, your school district, your association, or anything else you want us to know about where you are from.

Persons in the room who wish to ask questions or make comments, we ask that you fill out a speaker's card where you will write your name and your affiliation down so that we have the spelling correct for the record. Please give your speaker's card to one of the Department staff prior to the question and comment time.

If you are participating by conference call, please follow the instructions that the operator will provide during part two and three.

If you are participating via the webinar, you can type your question into the text box.

When we get to Part Three, the Comment Section, depending on how many people are in the queue to make comments and depending on how much meeting time we have left, we may limit those comments to a certain amount of time that allows everyone the opportunity to speak who wishes to do so.

If you prefer to submit your questions or comments in writing, you can do this at any time.

You can mail them to us; you can leave them here if you are in the room. You can provide input to the State Board of Education's website as noted on this slide.

Slide 4: One last thing about input and participation.

This rule is being advertised for public comment. It is draft rule text.

It is extremely important to us that we have your comments and suggestions for change.

This can be things like "Please keep this text."

"Please delete this section."

"Please add something about dot dot dot"

Or "I like where you are going on this except that I think that you need to change it to – or clarify it to say – such and such.

In order to improve the rule text, we also ask that you be as specific as possible.

So let's go ahead into Part One, which is the part of the presentation regarding what's in the law and an overview of what is in the draft rule text.

Slide 5: The first item we should discuss and share is the rule adoption timeline.

As I mentioned, we are currently in rule development. A Notice of Rule Development/Workshop was sent out earlier this month.

Today, now, we are hosting a workshop and asking for input on the draft text. Public input and feedback will remain open all the way until this rule goes to the State Board of Education for possible adoption. Throughout this time the public comment avenues are open to you and changes to the proposed language being presented to you today for your consideration will continue.

Throughout September and October, we will review and consider any additional public input or comment we have received as a result of today's workshop. We anticipate that we will publish a final version which the Commissioner will present to the State Board of Education for consideration at the November 2016 Board meeting.

If the rule is adopted, we anticipate that we will begin training immediately on the new initial and continued approval process and standards, begin accepting revised program plans in the Spring of 2017, and expect districts and postsecondary institutions to begin implementing their updated leaders programs in the Fall of 2017.

Slide 6: So let's begin a discussion of Rule 6A-5.081, Approval of School Leadership Programs.

We first will begin with a brief discussion of rule authority and what the law says is the content for this rule.

Slide 7: Florida has two state-approved school leadership preparation programs – level I and level II programs - which share their statutory authority. In Spring 2016 and effective July 1, 2016, Section 1012.562 of the Florida Statutes was created to establish a process for the initial and continued approval of these school leader preparation programs.

The purposes of these school leader preparation programs are to:

- Increase the supply of effective school leaders in the public schools of this state.
- Produce school leaders who are prepared to lead the state's diverse student population in meeting high standards for academic achievement.
- Enable school leaders to facilitate the development and retention of effective and highly effective classroom teachers.
- Produce leaders with the competencies and skills necessary to achieve the state's education goals.
- Sustain the state system of school improvement and education accountability.

Slide 8: Level I school leadership programs lead to initial certification in education leadership. Level I programs are typically taken at colleges and universities, but school districts can also provide their own Level I programs if approved.

There are several requirements for the initial approval of level I programs.

First, they must be competency-based, aligned with principal leadership standards, and open to individuals employed by school districts if the program is a district-based program.

Second, they must consider instructional expertise and leadership potential as part of the qualifications used to determine program admission standards.

And, postsecondary institutions must partner with at least one school district.

For continued approval, the law requires each program to submit an institutional program evaluation plan to include:

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 required under section 1012.34, Florida Statutes, for personnel who complete the program.
3. The passage rate of personnel who complete the program on the Florida Educational Leadership Examination.
4. The impact personnel who complete the program have on student learning as measured by the formulas developed by the commissioner pursuant to section 1012.34, paragraph 7, Florida Statutes.
5. Strategies for continuous improvement of the program.
6. Strategies for involving personnel who complete the program, other school personnel, community agencies, business representatives, and other stakeholders in the program evaluation process.
7. Additional data included at the discretion of the postsecondary institution or school district.

Lastly, level I programs 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.

Most of these data have been collected by our level 1 programs for the past 10 years, so this reflects minimal changes.

Slide 9: Level II school principal preparation programs must demonstrate that candidates have earned their Florida educator certificate in educational leadership, have earned “effective” or “highly effective” designation on their personnel evaluations, and satisfactorily performed instructional leadership responsibilities.

These programs must also provide competency-based training aligned with principal leadership standards and personnel evaluations criteria, and a customized learning plan for each candidate must be developed.

Lastly, and similar to level I programs, level II programs must conduct program evaluations and implement program improvements using input from program completers.

Slide 10: The second statute that impacts state-approved educational leadership preparation programs is Section 1012.986 of the Florida Statutes, titled William Cecil Golden Professional Development Program for School Leaders. This states that Level II training programs must be aligned to the W.C. Golden Program per this statute.

It establishes a collaborative network of state and national professional leadership organizations to respond to the instructional leadership needs of principals and aspiring principals throughout the state.

Slide 11: Section 1012.562 Florida Statutes, authorizes the State Board of Education to adopt rules to administer this section and establishes a process for initial and continued approval of level I and level II programs.

So now, let’s turn to the draft rule language itself for your review and consideration.

Slide 12: The draft rule language being proposed for your consideration has been heavily contributed to and influenced by stakeholders from across the state.

The School Leader Implementation Committee, a group of 21 experts from school districts, institutions of higher education and national school leader organizations, has been providing input, feedback and recommendations to the state on the development and implementation of rule language and performance standards for the initial and continued approval of state-approved school leader preparation programs.

This group included 19 key members of which almost half represent educational leadership programs in our colleges and universities. The committee also included school principals, district leaders and executive directors from two consortia.

Slide 13: So let’s review the revised structure of Rule 6A-5.081.

1. The first major section of the rule includes a definition section of the terms used in initial and continued approval of teacher preparation programs. This sets forth a common language to ensure we all understand what is meant by any and all terms in this process.
2. Second, you will note that the proposed initial approval processes for your consideration are now all identical, no matter what type of program we are referencing – level I educational leadership programs or level II school principal programs.
3. Third – the same is true for the proposed language for your consideration for the ‘continued approval processes.’ These processes are the same for both types of school leadership programs.
4. Finally, you will note that the proposed rule language being presented today includes at the end an incorporation of six documents into the rule. These six documents include the initial and continued approval standards for each type of program and the procedures that guide their implementation.

Slide 14: So let’s walk through the proposed language of the rule that is being presented to you for your review and consideration:

First, there is a definitions section to establish a common language of terms used in school leadership programs. These terms were included in the authorizing statutes.

It consists of 16 definitions for your review and consideration.

Based on public input and feedback from the initial stakeholders group we discussed, we offer for your consideration, the following draft language. I will review a few of these definitions with you now:

First, we define “Competency-based.” “Competency-based” means that participants in school leader preparation programs must demonstrate the skill sets and knowledge bases outlined in the Florida Principal Leadership Standards

Second, the field experience’s definition has been further clarified since initial discussions with the stakeholders committee with language that states field experiences include activities conducted in prekindergarten through grade 12 settings that are designed to give the aspiring instructional leader the ability to practice and demonstrate the core expectations of effective school administrators outlined in the Florida Principal Leadership Standards.

Next, we include for your consideration a definition of “instructional expertise” to refer to documented successful demonstration of the core standards for effective educators outlined in the Florida Educator Accomplished Practices (FEAPs) and a documented track record 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 per section 1012.34, Florida Statutes

Another definition that we wish to share with you is “leadership potential” to indicate the critical skills and dispositions that a candidate must demonstrate prior to entering the program. At a minimum, these qualifications must include a belief and personal responsibility for ensuring that every child achieve at a high level; a sense of urgency and relentless focus on getting results quickly; a results orientation for achieving goals and outcomes for students; and a resiliency to recover from setbacks and keep moving forward.

Lastly, the definition for “partner” means to develop and maintain a collaborative professional relationship with agreed upon, mutually beneficial goals and outcomes. Partnerships must include evidence that the institution and a school district(s) work together to:

1. determine program admission standards, and identify and select candidates;
2. provide job-embedded field experiences working with teachers and students in educational settings to practice, review, refine, and practice again the core expectations for effective school administrators outlined in the Florida Principal Leadership Standards; and
3. review performance of program candidates and completers and identify strategies for continuous improvement of the program based on feedback and aggregate data from performance evaluations of program completers.

Slide 15: The second section of the proposed revised rule includes the section on Initial Approval Processes.

You will note that the processes are the same – identical – for both types of state-approved school leadership programs.

The rule also incorporates a new form – the Request to Submit Form – and we request that you review that form for clarity and understanding.

The rule specifies that new programs will be submitted as electronic folios – and specifications for what must be in an initial folio in order to meet requirements are cited in the appropriate document for that type of program.

For example, if the new folio is for an “initial educational leadership preparation program,” the initial approval standards are detailed and explained in the form EL IAS-2016. IAS stands for “initial approval standards.”

Within the rule, there are proposed specifications for the review timelines – and specification for a final decision about the Initial Folio.

If the proposed draft language is adopted by the State Board, new programs will either be approved or denied. Programs that are denied – after being given an opportunity to resubmit

information on deficiencies within a specified timeframe – may submit another complete folio for review and possible approval.

Slide 16: So, moving on to the next section in the rule, Section 3 – for your consideration and comment:

In section three, again you will note that the proposed continued approval processes are identical for both programs.

The draft language describes the program requirements for continued approval, including:

1. Programs must submit candidate and completer data annually
2. Annual program evaluation plans – known as IPEPs, are due November 15 of each year;

Slide 17: And finally, in section four, the proposed rule language for your consideration and comment includes the incorporation of all forms that are listed here into the rule by reference.

Your review and consideration for these forms is also requested. Please submit comments on these forms.

Slide 18: That concludes the overview of what the laws state and the draft rule language for 6A-5.081 – which was Part One of today’s workshop. Now we will move to Part Two, which is to provide you an opportunity to ask clarifying questions.

As a reminder, you may ask questions to clarify anything in the presentation or the draft text. If we are unable to provide an answer today, we will take your questions and get back with you for a response.

Slide 19: As a reminder, you may ask questions to clarify anything in the presentation or the draft text.

When we get to the comment section, if there many individuals who wish to comment, we may need to limit the time to allow as many as possible to comment before we run out of time.

Remember that input may be provided at any time online at the address noted on this slide.

Slide 20: As you think about the input you might provide, please keep these guidelines in mind.

Slide 21: So let’s begin with those who are on the conference call line and then go to those who are in the room. For those who are in the room, we have a microphone so that our recording of today’s workshop will capture your question.

Operator, will you please compile the queue for questions and answers at this time.

Let's turn to our audience present today in this room. Does anyone wish to ask a clarifying question?

We will also check the chat area on the webinar for clarifying questions.

Slide 22: With the time remaining, let's turn to comments. We will begin with those in the room and if we have time, will move to those online. Remember, you can add comments via the website.

Comments from the conference line? Operator, please compile the queue for comments.

Comments from the chat feature on the webinar?

Slide 23: This concludes our Rule Development Workshop for today. Thank you for your participation throughout – and have a good day.

Slide 24: Webex Team. Please stop the recording.