
Teacher Leader Preparation Implementation Committee

January 24, 2013



Florida Department of Education
Bureau of Educator Recruitment, Development, and Retention

Primary Goal of TLPIC

- Provide input, feedback and recommendations to the state on the development and implementation of performance standards and targets for continued approval of state-approved teacher and school leadership preparation programs.



TLPIC Timeline

■ Fall/Winter 2012/2013

- Analyze requested teacher preparation data and recommend performance targets for pilot annual report
- DOE produces pilot annual report

■ Summer 2013

- Recommend to Commissioner draft continued approval standards and performance targets for teacher preparation programs
- Draft continued approval standards for teacher preparation are released for public input through rule development process
- Rule revision workshops (6A-5.066)
- Program data released via report card

Note : March-May 2013

Legislation will likely affect teacher preparation statutes



Proposed Metrics for Teacher Preparation Accountability Model

- Placement – **ITP and EPI only**
- Retention
- VAM Data
- Student Performance by Subgroup
- Teacher Evaluation Results

Bonus – Critical Teacher Shortage Area Data

- Must score a level 3 or 4 to be eligible
- Increase completers by 20 percent

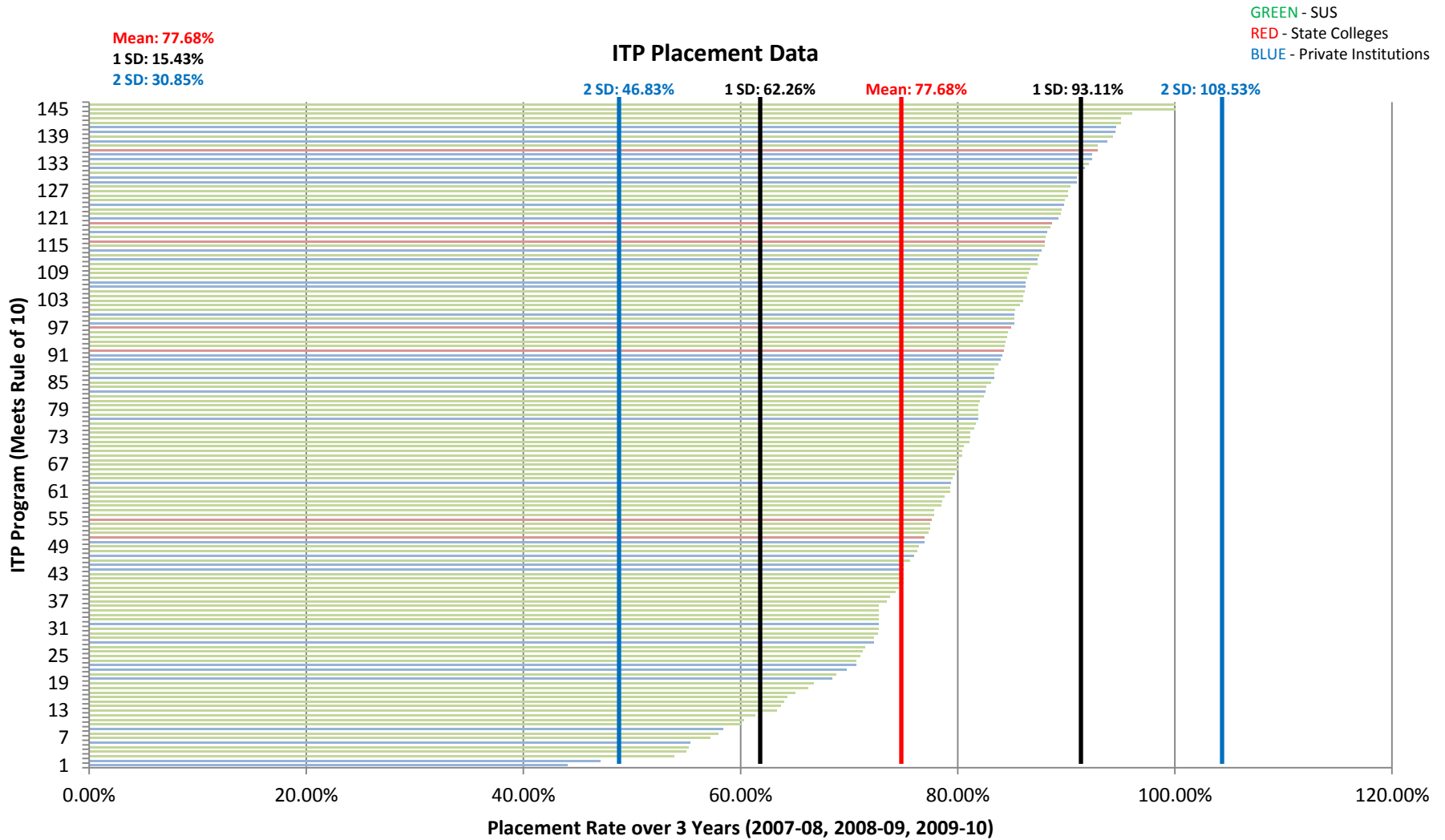


Focus for Today

- Determine performance targets for placement, retention, and VAM data
- Review State level Teacher Evaluation Data
- Review Rule of 10 Survey Results
- ❖ Decisions previously made for other metrics



ITP Placement Data



ITP Placement Data

ITPs Placement 2007-08, 2008-09, 2009-10	Level 1	Level 2	Level 3	Level 4
	Below 1 SD below	1 SD below up to Mean	Mean up to 1 SD above	1 SD above Mean
	62.25% and below	62.26%-77.67%	77.68%-93.10%	93.11%-100%
ITP Institutions	11	18	25	7
ITP Programs	13	43	82	9
# of Completers over 3 yr period	389	3850	7846	496
# Placed over 3 yr period	207	2820	6655	471
% Placed over 3 yr period	53.21%	73.25%	84.82%	94.96%

ITP Breakdown	Level 1	Level 2	Level 3	Level 4
Private Colleges	5	8	12	2
State Colleges	0	2	3	1
State University System	6	8	10	4

**Placement means employed in a Florida public school within 1 or 2 years of completion of a Florida state-approved program.*

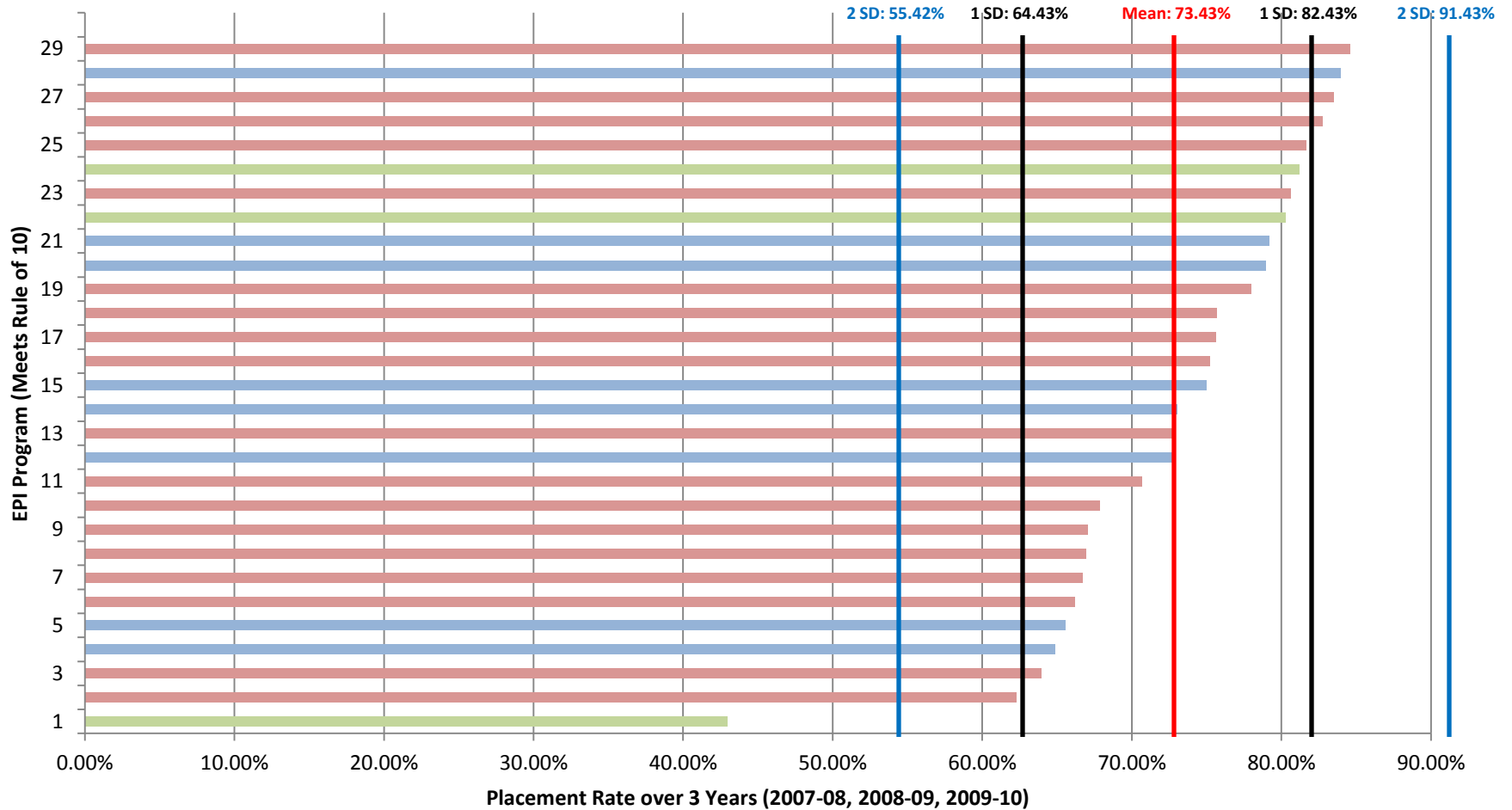


EPI Placement Data

Mean: 73.43%
 1 SD: 9.00%
 2 SD: 18.01%

GREEN - SUS
 RED - State Colleges
 BLUE - Comm Colleges

EPI Placement Data



EPI Placement Data

EPIs Placement 2007-08, 2008-09, 2009-10	Level 1	Level 2	Level 3	Level 4
	Below 1 SD below	1 SD below up to Mean	Mean up to 1 SD above	1 SD above Mean
	64.42% and below	64.43%-73.42%	73.43%-82.42%	82.43%-100%
EPI Programs	3	11	11	4
# of Completers over 3 yr period	456	1837	1674	839
# Placed over 3 yr period	251	1285	1310	706
% Placed over 3 yr period	55.04%	69.95%	78.26%	84.15%

EPI Breakdown	Level 1	Level 2	Level 3	Level 4
Community Colleges	0	4	3	1
State Colleges	2	7	6	3
State University System	1	0	2	0

**Placement means employed in a Florida public school within 1 or 2 years of completion of a Florida state-approved program.*

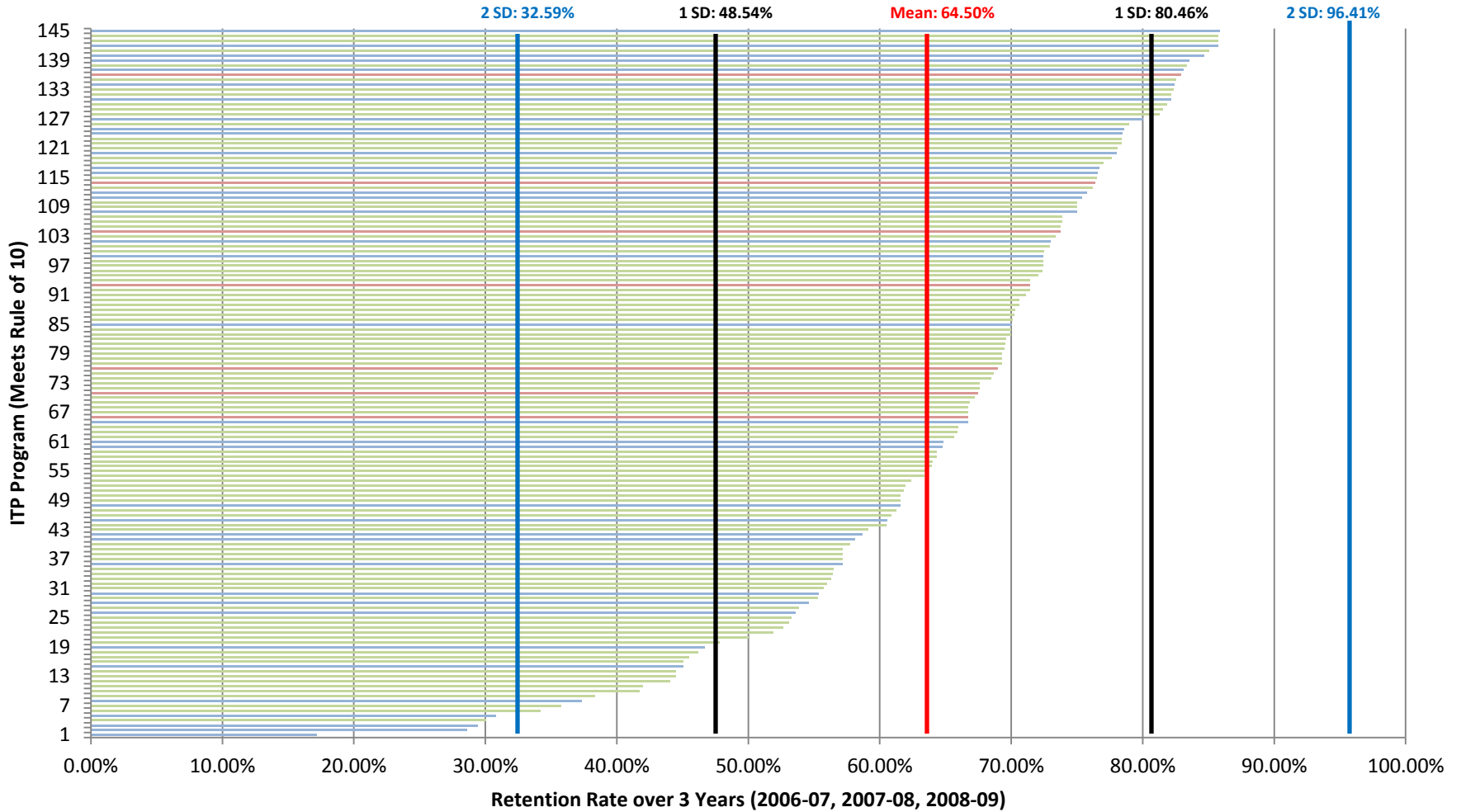


ITP Retention Data

Mean: 64.50%
 1 SD: 15.96%
 2 SD: 31.91%

GREEN - SUS
 RED - State Colleges
 BLUE - Private Institutions

ITP Retention Data



ITP Retention Data

ITPs Retention 2006-07, 2007-08, 2008-09	Level 1	Level 2	Level 3	Level 4
	Below 2 SD below Mean 32.57% and below	2 SD below Mean up to 1 SD below Mean 32.58%-48.53%	1 SD below Mean up to 1 SD above Mean 48.54%-80.45%	1 SD above Mean 80.46%-100%
ITP Institutions	5	8	25	11
ITP Programs	5	15	107	18
# of Completers over 3 yr period	89	419	10162	1639
# Retained over 3 yr period	22	172	7016	1365
% Retained over 3 yrs	24.72%	41.05%	69.04%	83.28%

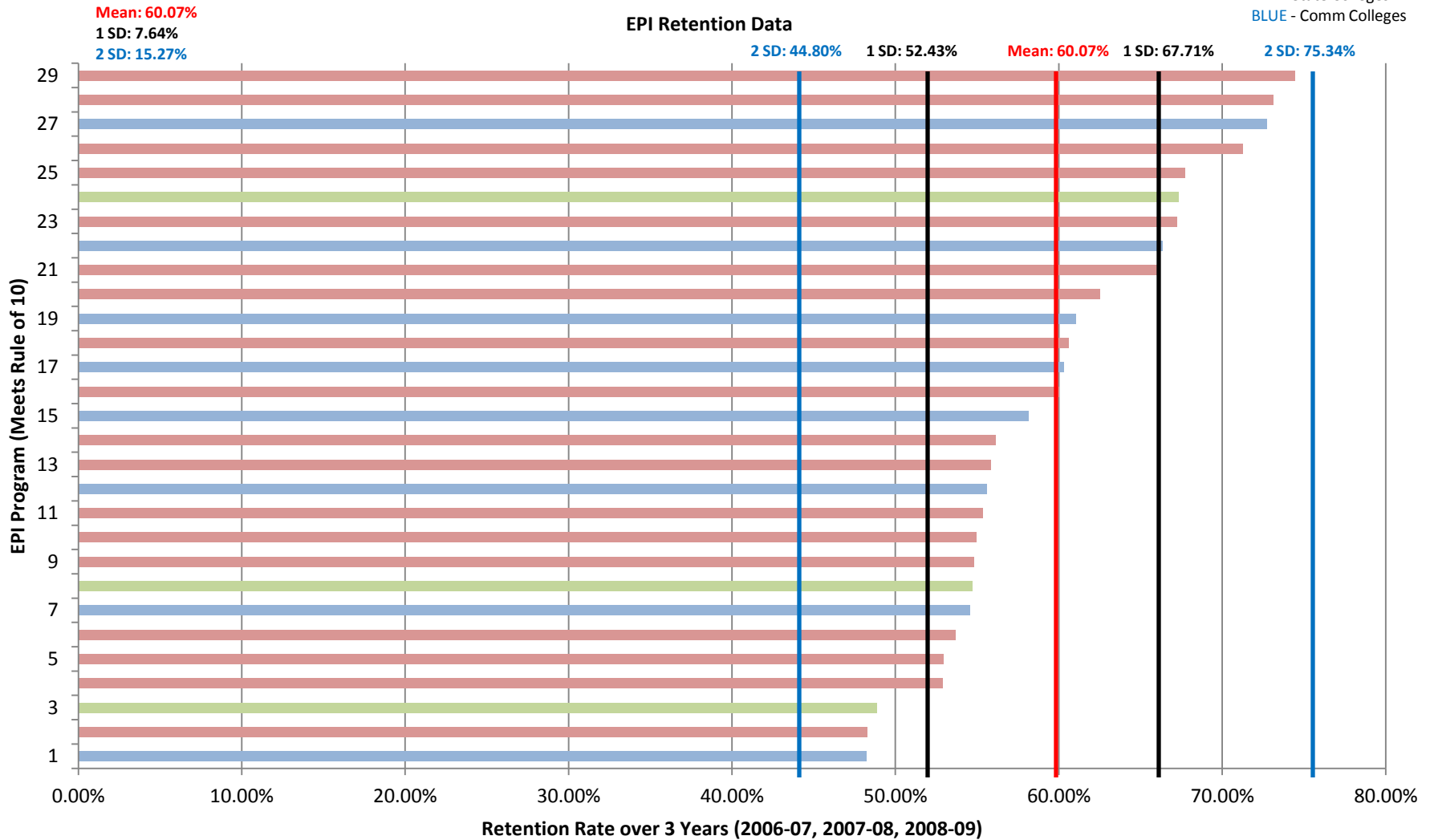
ITP Breakdown	Level 1	Level 2	Level 3	Level 4
Private Colleges	4	2	12	5
State Colleges	0	0	3	1
State University System	1	6	10	5

**Retention means continuously employed in a Florida public school for 3 years after completion of a Florida state-approved program.*



EPI Retention Data

GREEN - SUS
 RED - State Colleges
 BLUE - Comm Colleges



EPI Retention Data

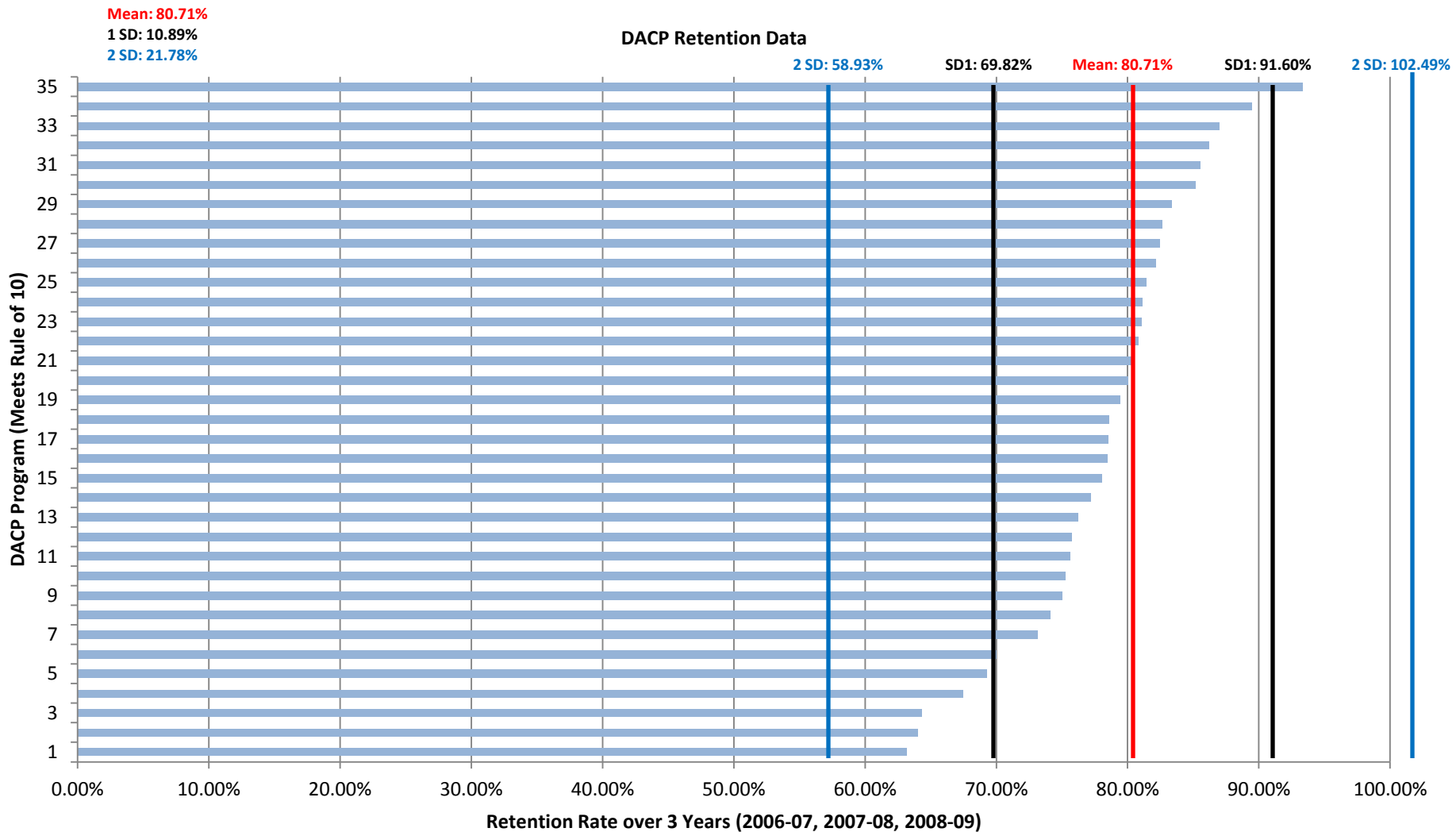
EPIs Retention 2006-07, 2007-08, 2008-09	Level 1	Level 2	Level 3	Level 4
	Below 2 SD below Mean 44.79% and below	2 SD below Mean up to 1 SD below Mean 44.80%-52.42%	1 SD below Mean up to 1 SD above Mean 52.43%-67.70%	1 SD above Mean 67.71%-100%
EPI Programs	0	3	22	4
# of Completers over 3 yr period	0	260	2871	657
# Retained over 3 yr period	0	126	1684	480
% Retained over 3 yrs	0.00%	48.46%	58.66%	73.06%

EPI Breakdown	Level 1	Level 2	Level 3	Level 4
Community Colleges	0	1	6	1
State Colleges	0	1	14	3
State University System	0	1	2	0

**Retention means continuously employed in a Florida public school for 3 years after completion of a Florida state-approved program.*



DACP Retention Data



DACP Retention Data

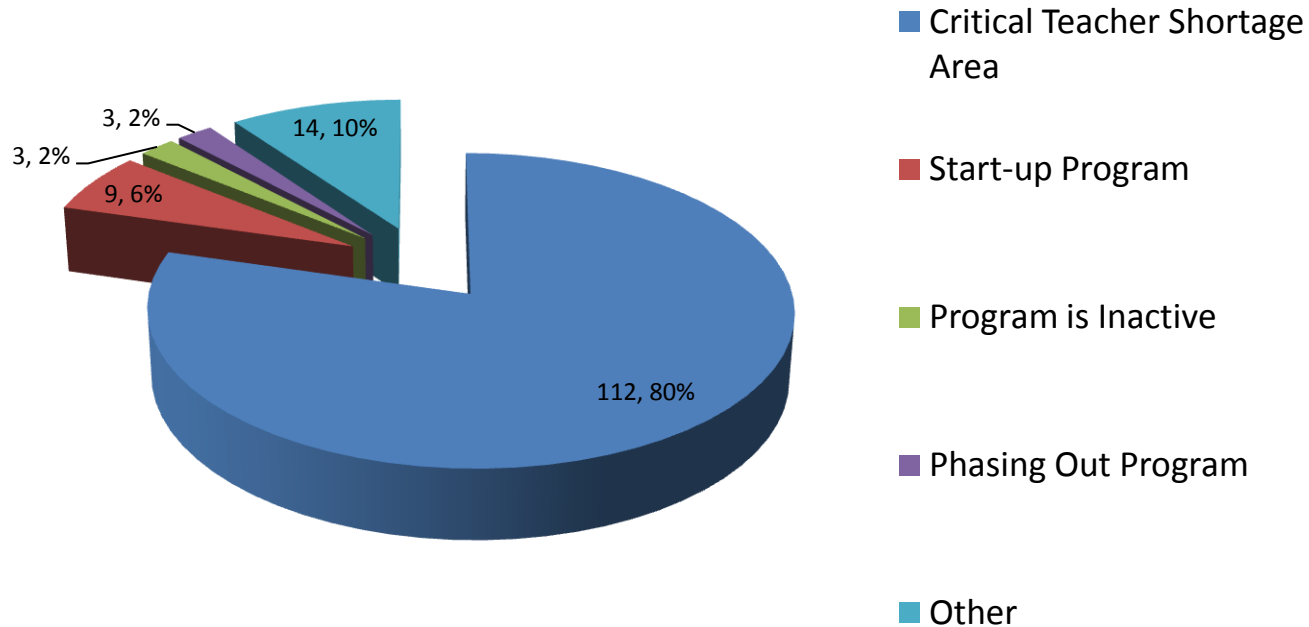
DACPs Retention 2006-07, 2007-08, 2008-09	Level 1	Level 2	Level 3	Level 4
	Below 2 SD below Mean 58.92% and below	2 SD below Mean up to 1 SD below Mean 58.93%-69.81%	1 SD below Mean up to 1 SD above Mean 69.82%-91.59%	1 SD above Mean 91.60%-100%
DACP Programs	0	5	29	1
# of Completers over 3 yr period	0	152	4639	30
# Retained over 3 yr period	0	100	3713	28
% Retained over 3 yrs	0.00%	65.79%	80.04%	93.33%

**Retention means continuously employed in a Florida public school for 3 years after completion of a Florida state-approved program.*



Rule of 10 Survey Results

Rule of 10 Survey Results



24 Institutions/141 Programs



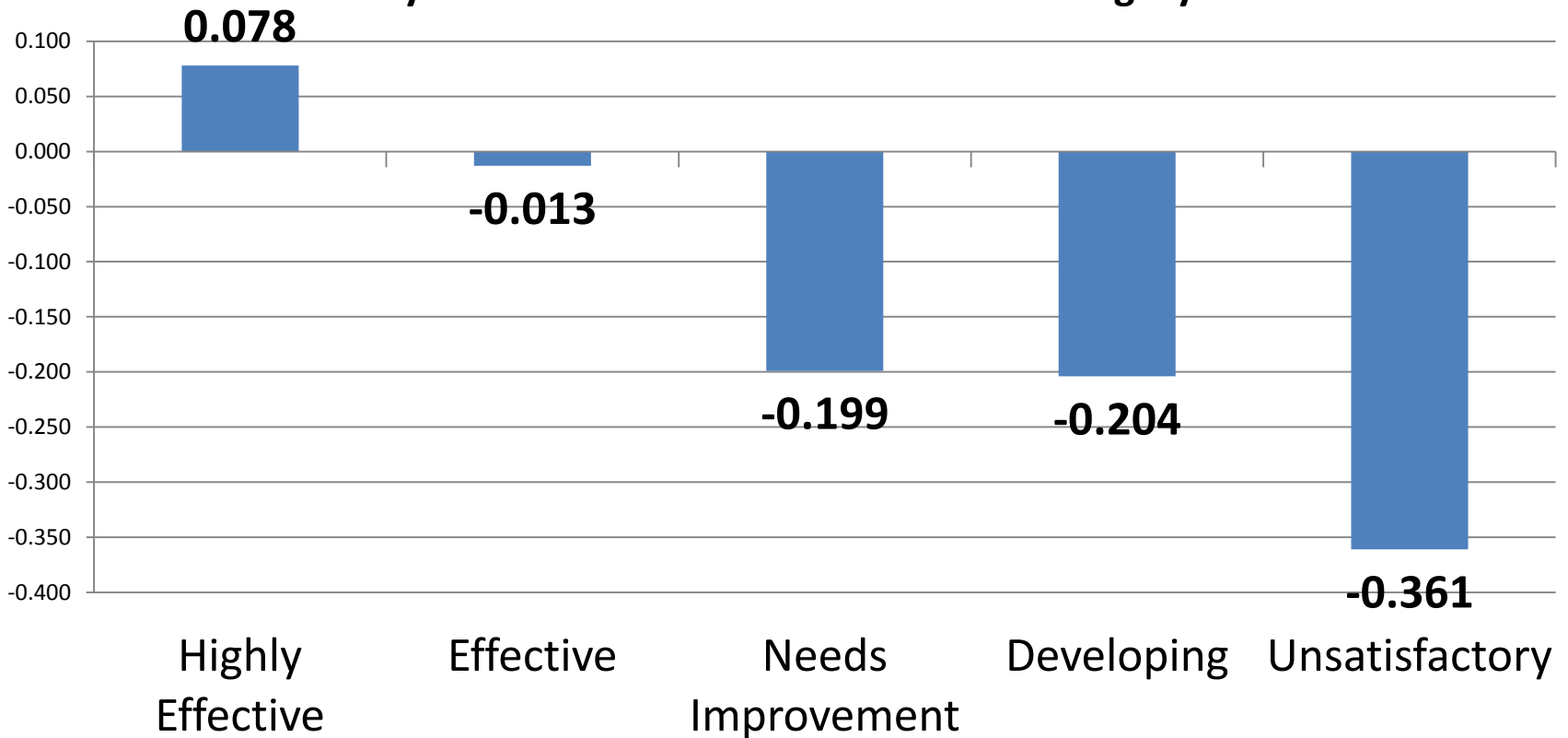
Rule of 10 Survey Results

- Sample Reasons in “Other” Category:
 - This program has recently been restructured under the College of Education and efforts are ongoing to increase enrollment.
 - Number of students and interest are increasing. High demand by district, high rate hire ability.
 - Needed to maintain the program's academic accreditation.



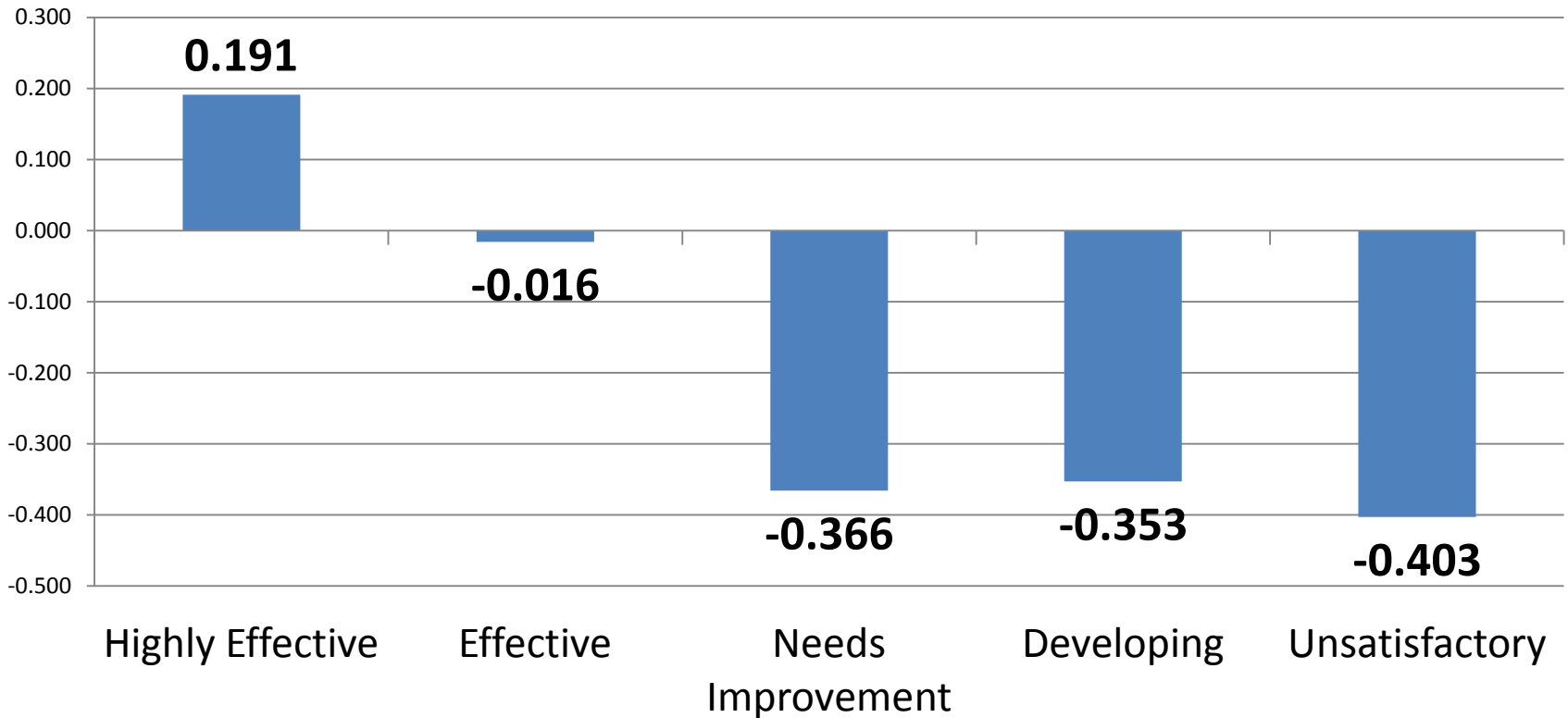
Results from 2011-12 District Teacher Evaluations

Average Aggregate VAM Score, Reading,
by Teacher Evaluation Performance Category



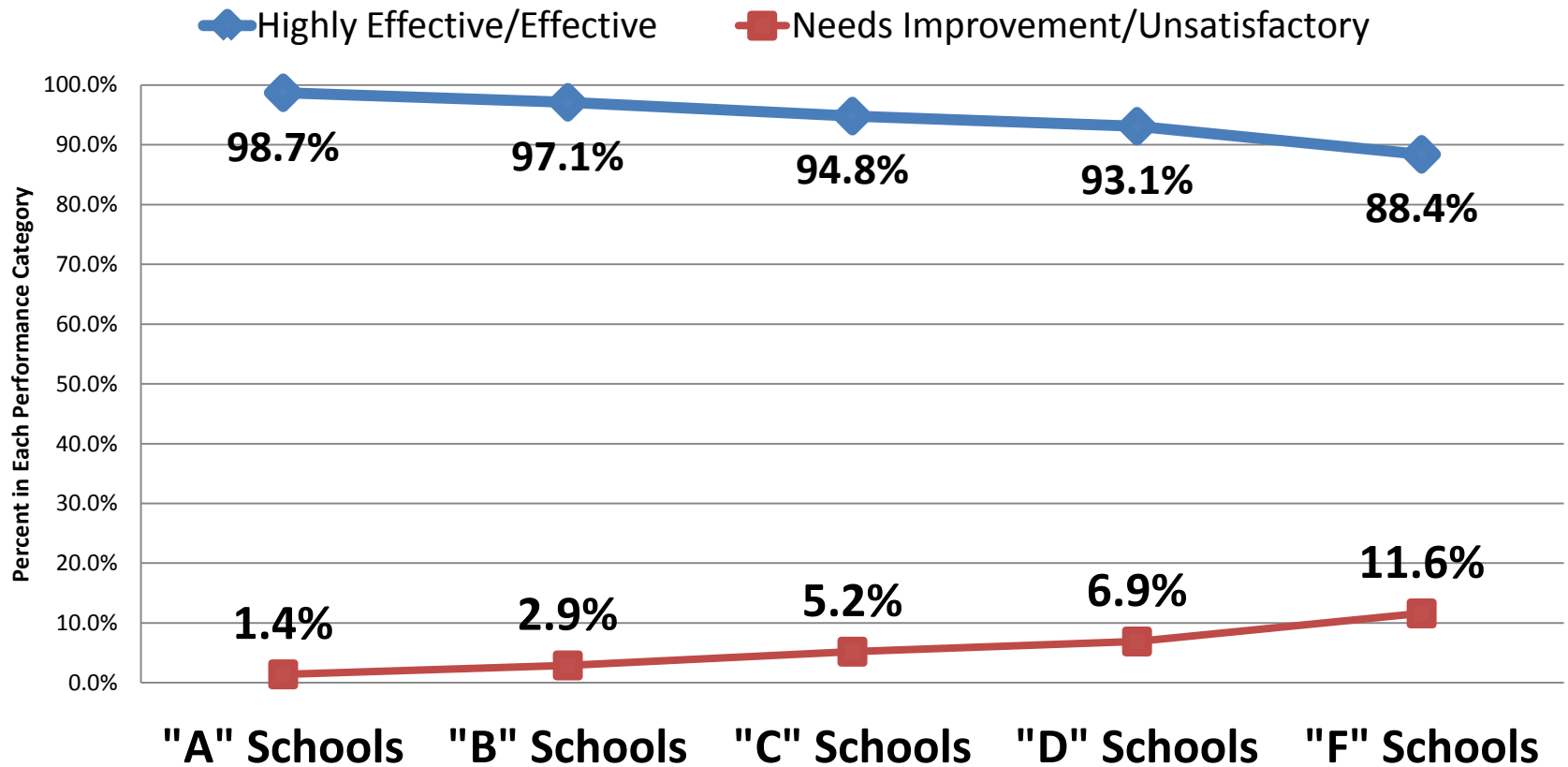
Results from 2011-12 District Teacher Evaluations

**Average Aggregate VAM Score, Math,
by Teacher Evaluation Performance Category**



Results from 2011-12 District Teacher Evaluations

Classroom Teacher Evaluation Results by School Grade



Value-Added Model Data

- The Measure:
 - Average value-added model (VAM) score of completers one year following program completion
 - Aggregated across three years (i.e., three cohorts of completers)
 - Use in-program/in-field data, when possible, in evaluating programs
 - Using the standard error of the VAM score in classification decisions



Value-Added Model Data: The Use of Standard Error

- Remember, an estimate of a teacher's impact on student learning contains some variability
- The ***standard error*** is a statistical term that describes the variability
- Using the standard error can assist in increasing the accuracy of classification decisions
- Some degree of the standard error can be applied to the teacher's score to determine with some or a high degree of statistical certainty that a value-added score meets a certain performance threshold



Value-Added Model Data: The Use of Standard Error

- AIR recommended that Florida use at least a 68 percent confidence (i.e., one standard error) and preferably a 90 percent level of confidence in comparing performance.
- In determining the level of confidence, consideration must be given to the ability to distinguish performance (more likely when using lower levels of confidence) and the risk of misclassifying programs (less likely when using higher levels of confidence).

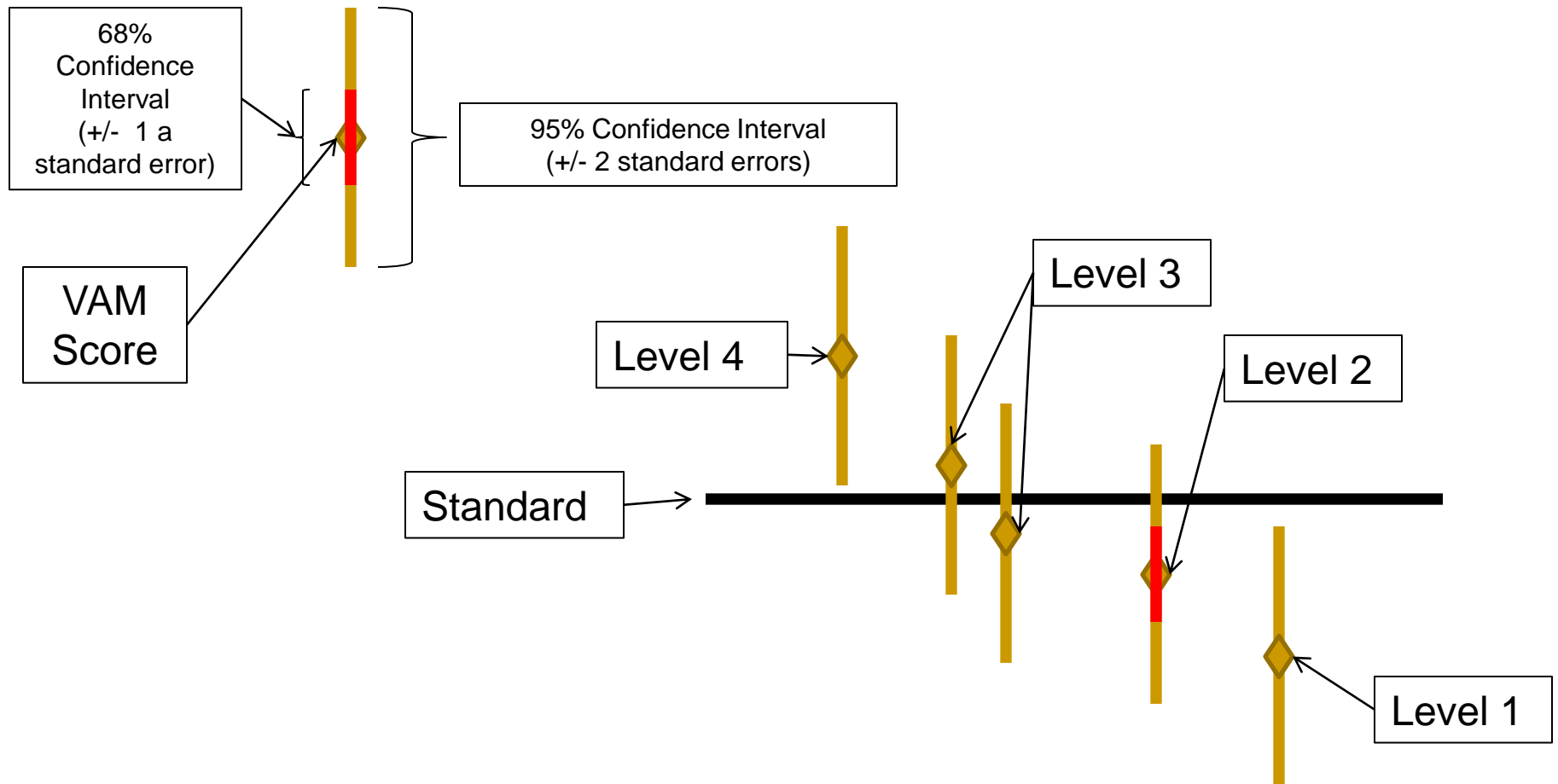


Value-Added Model Data: Classification Recommendation

Category	Standard – Avg. of all Teachers (0)	Standard Error Applied
Level 4 (Highest)	Above	2 SE (95% confidence)
Level 3	Above/Below	None
Level 2	Below	1 SE (68% confidence)
Level 1 (Lowest)	Below	2 SE (95% confidence)



Value-Added Model Data: Classification Recommendation – Visual Example



Value-Added Model Data: Classification Recommendation Explained

- Level 4 represents that score falls above the standard for evaluation, with a high degree of confidence – 95%
- Level 2 represents that the score falls below the standard for evaluation, with some degree of statistical confidence – 68%
- Level 1 represents that the score falls below the standard for evaluation, with a high degree of statistical confidence – 95%
- If the score falls above or below the standard for evaluation, but one cannot conclude that the score exceeds or misses the bar with any degree of statistical confidence, the score defaults to Level 3.



Value-Added Model Data: 2011-12 Impact Data

- In November, the committee was presented with data using the standard of the “average teacher” as the basis to evaluate institution/program performance using the VAM data
 - An average VAM score of 0 (“typical” performance)
- There was a request to explore another standard – the average of program completers in their first year of teaching
 - An average VAM score of -0.025 (students grew 2.5% below average)
- The following slides provide data showing the impact of using each standard



Value-Added Model Data: 2011-12 Impact Data Institution Level – Reading and Math Combined Across Three Years

- Standard, Score of 0

	Level 4	Level 3	Level 2	Level 1
All	3	45	13	16
EPI	0	19	4	4
ITP	2	13	4	11
DACP	1	13	5	1

43 institutions/districts with insufficient data



Value-Added Model Data: 2011-12 Impact Data Institution Level – Reading and Math Combined Across Three Years

- Standard, Score of -0.025 (Average of Program Completers)

	Level 4	Level 3	Level 2	Level 1
All	7	49	14	7
EPI	1	22	2	2
ITP	3	16	6	5
DACP	3	11	6	0

43 institutions/districts with insufficient data



Value-Added Model Data: 2011-12 Impact Data Program Level – Reading and Math Separately Only Trained In-Program/Teaching In-Field Considered for ITP

- Standard, Score of 0, Reading

	Level 4	Level 3	Level 2	Level 1
All	2	46	14	19
EPI	0	15	3	5
ITP	0	21	7	13
DACP	2	10	4	1

- Standard, Score of 0, Math

	Level 4	Level 3	Level 2	Level 1
All	2	43	16	6
EPI	1	16	3	1
ITP	0	15	12	4
DACP	1	12	1	1

97 programs with insufficient data in Reading; 104 programs with insufficient data in Math



Value-Added Model Data: 2011-12 Impact Data Program Level – Reading and Math Separately Only Trained In-Program/Teaching In-Field Considered for ITP

- Standard, Score of -0.025 , Reading

	Level 4	Level 3	Level 2	Level 1
All	6	49	19	7
EPI	1	16	4	2
ITP	3	22	11	5
DACP	2	11	4	0

- Standard, Score of -0.025 , Math

	Level 4	Level 3	Level 2	Level 1
All	2	47	15	3
EPI	1	18	2	0
ITP	0	16	13	2
DACP	1	13	0	1

97 programs with insufficient data in Reading; 104 programs with insufficient data in Math



Next Steps

Face-to-Face meeting at Florida Atlantic University/Fort Lauderdale

February 12-13, 2013

Begins at noon on the 12th; ends at 3pm on 13th

- Review sample Annual Program Performance Report
- Review available Educational Leadership Data
- FAPEL Update
- Follow-up from REL-SE
- Recipients of principal preparation RTTT grants provide feedback to TLPIC on model school leadership programs

