
Teacher Leader Preparation Implementation Committee

November 28, 2012



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

Primary Goal of the 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 2012
 - Begin drafting recommendations for an accountability model for school leader preparation programs

- Spring 2013
 - Recipients of principal preparation RTTT grants provide feedback to TLPIC on model school leadership programs
 - TLPIC determines recommended performance metrics for school leadership programs



Focus for Today

- Review the current Continued Approval Standards and Process for Educational Leadership Preparation Programs
- Develop draft list of data elements for inclusion in accountability model for school leader preparation programs
- Develop a list of data needed to assist with recommendations



Current Program Approval Standards and Processes For School Leadership Programs

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**Florida Department of Education
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School Leadership Programs

- Chapter 6A-5.081 Approval of School Leadership Programs
 - Establishes FDOE's authority to approve school leadership preparation programs.
 - Establishes two levels of programs:
 - Level I leads to initial certification in Educational Leadership for purpose of preparing individuals to serve as school leaders who may aspire to school principalship;
 - Level II builds upon Level I training and leads to certification in School Principal.
 - Includes programs offered by Florida postsecondary institutions and public school districts.



Level I School Leadership Programs

- 24 institutions/districts currently offer Level I programs
 - 12 public universities
 - 11 private institutions
 - 1 public school district
- 28 state-approved Level I school leadership preparation programs



Level I School Leadership Programs: Completers by Cohort

TYPE	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
SUS	475	417	491	430	360
ICUF	315	643	750	395	450
District	0	0	0	20	20
Total	790	1,060	1,241	845	830



Level II School Principal Programs

- 6A-5.081, F.A.C., authorizes Florida public school districts to seek approval for program leading to certification in School Principal.
- All 67 public school districts and one public laboratory school have approved district principal preparation programs.



Level I Program Approval Standards

Standard 1

- Core Curriculum Content

Standard 2

- Assessment of Candidate Performance on Core Curriculum Content

Standard 3

- Analysis of Data to Determine Continuous Program Improvement



Continued Approval Process

- Continued approval based on Department's review of institution/district's description of its continuous improvement of program throughout approval period as submitted annually through the Institutional Program Evaluation Plan (IPEP).
- Institution/district's internal analysis of data collected annually.



Continued Approval Process

- Site Visits
 - Occur on a 7 Year Cycle
 - Peer Review Site Visit Team
 - Program Approval Board
 - Commissioner makes final decision on approval status



Continued Approval Process

- Approval Recommendations
 - Full Approval
 - Programs approved for another 7 years
 - Conditional Approval
 - Conditions are given due to weaknesses in the program
 - Duration is typically 1 to 2 years
 - Denial
 - Programs are no longer state-approved and must either clear all weaknesses through the Program Approval Board or submit new programs for Initial Approval through the Folio Submission Process



Data Currently Used for Continuous Program Improvement

- Data to be reviewed by programs for continuous improvement
 - Admission, enrollment, and completion data
 - Candidate performance data on required competencies
 - Pass rates on the Florida Educational Leadership Examination (FELE)
 - Employer satisfaction with the completers' preparedness for serving in a school-based leadership position in the first year of such employment after program completion – including rehire rates of program completers
 - Completer satisfaction with level of preparedness



Data Currently Used for Continuous Program Improvement

- Data to be reviewed by programs for continuous improvement
 - Stakeholder input
 - Candidates' feedback on quality of teaching and field experience supervision
 - Results of feedback and assistance to candidates who need remediation in order to master competencies both in coursework and field experiences
 - Results of assistance to completers who need remediation during their first two years in an educational leadership position
 - State and district needs
 - Faculty K-12 professional development, including activities or research within K-12 schools in curriculum area(s) they teach



Data Available in past: Employment/Retention

- Completer Data received from institutions/districts is matched to Florida's staff database
- Institutions/districts receive file with data on each completer cohort employed that academic year
 - Job Title
 - School District where Employed
 - School where Employed
 - Principal Information



School Administrator Job Titles

- Principals (all levels)
- Assistant Principals (all levels)
- Deans
- Curriculum Coordinators
- Community Education Coordinators



Employer and Completer Satisfaction Data

- Each institution currently surveys its own Level I completers
- No statewide data available



Florida Educational Leadership Examination (FELE) Data

- Candidate and Completer Data received from institutions/district is matched to Pearson Evaluation Systems' database
- Institutions/district receive file with data including
 - Program pass rates
 - Assessment average scaled score
 - Summary pass rates
- Through Pearson Evaluation Systems institutions/district also have access to competency level data



Data Provided to each Program – as of 2012

- Completer-based file
 - 2007-08, 2008-09, and 2009-10 completers employed in 2008-09, 2009-10, and 2010-11
- School performance data
 - School grade
 - Aggregate school reading VAM score (including standard error)
 - Aggregate school math VAM score (including standard error)
 - Percent of students meeting expectations (as defined by the VAM) in reading and mathematics
- School characteristics
 - Location (district and school name)
 - Whether or not the school is a charter school
 - Free/Reduced Priced Lunch rate
 - Minority rate
 - Title I status



Data Limitations

- Since both the School Grade and VAM data rely on FCAT Reading and Mathematics data, if a school does not have students taking FCAT (e.g., a K-2 center), school performance data on these metrics will not be available
- Both the School Grade and the VAM data are indicators of school-level performance; the data cannot be parsed out into segments attributable to different administrators (e.g., principal vs. AP)



Completer Performance Data

Completers for whom data are provided:

- ❑ 2006-07, 2007-08, 2008-09, and 2009-2010 completers reported via TEF by State Universities or via DOE data collection by ICUF/Private Colleges and Universities/Districts
- ❑ Completers matched to staff database
- ❑ Completers the staff database showed as employed in a school-based administrative position have school level VAM data and School Grades provided



Completer Performance Data

Completers for whom data are provided:

- ❑ Historical VAM data available from 2008-09, 2009-10, and 2010-11
- ❑ School level VAM data provided for the first three years following program completion, if available
- ❑ School level VAM data provided at the individual completer level only
 - Program level data will be provided in future reports
 - Feedback on the completers to be included in program level data is needed



Completer Performance Data

	# Ed Leadership program completers reported statewide	Completers Employed in School-Based Administrative Positions 1 st Year following completion		Completers Employed in School-Based Administrative Positions 2 nd Year following completion		Completers Employed in School-Based Administrative Positions 3 rd Year following completion	
		#	%	#	%	#	%
2006-07	790			147	18.61	173	21.90
2007-08	1,060	95	8.96	152	14.34	202	19.06
2008-09	1,241	59	4.75	93	7.49	136	10.96
2009-10	845	65	7.69	117	13.85		
2010-11	830	65	7.83				



Steps to reach Spring 2013 deadline

- What complete performance data would accurately reflect the performance of the program?
- Consider feedback from the two RTTT dual certification programs being implemented as collaborative projects between two institutions and their partner school district(s).



Steps to reach Spring 2013 deadline

- Develop draft list of data elements for inclusion in accountability system
- Begin making business decisions about use of data elements
- Request further data as needed
- Determine weights for each element



Performance Metrics to Consider – A Start

- 1. Placement and retention rates of completers in school-based administrative positions (including the number of years between certification and placement);
- 2. The performance of completers on the FELE certification exam;
- 3. The performance of the students in the school (including by subgroup) under completers' leadership;
- 4. Evaluation data of completers employed in school administrator positions;
- 5. The satisfaction of employers with completers' performance based on their demonstration of the leadership standards in annual evaluations.



Questions to keep in mind

- Ask yourselves if the data are pertinent to determining the effectiveness of a program?
- Would you include this data as a metric for program effectiveness?
- Before adding additional data elements consider if each is an input or an output?



Review of DOE Data – Outputs



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Data Available for Analysis

- Completer Data
 - By program/institution
- Employment Data (school administrator position)
 - By program/institution
- Data from cohorts of completers
 - 2006-07, 2007-08, 2008-09, 2009-10, 2010-11



Potential Performance Metrics

- Teacher Prep Programs' Performance Metrics as starting point for discussion of Educational Leadership Programs



Performance Metrics for Teacher Prep vs Ed Leadership Programs

- Teacher Prep
 - Placement – Include the percentage of completers who become employed in an instructional position in a Florida public school district their first or second year.
- Educational Leadership
 - Placement – Include percentage of completers who become employed in a school administrative position in a Florida public school district within ____ years of completion.



Performance Metrics for Teacher Prep vs Ed Leadership Programs

- Teacher Prep
 - Retention– Include the percentage of completers continuously employed in an instructional position in a Florida public school district at the third year and fifth year marks.
- Educational Leadership
 - Placement – Include percentage of completers who become continuously employed in a school administrative position in a Florida public school district at the _____ mark.



Performance Metrics for Teacher Prep vs Ed Leadership Programs

- Teacher Prep
 - Value-Added Model (VAM) Data – Average 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.
- Educational Leadership
 - Value-Added Model (VAM) Data – Average VAM score of completers one year following employment as school principal; aggregated across three years (i.e., three cohorts of completers??); use in-program/in-field data.



Performance Metrics for Teacher Prep vs Ed Leadership Programs

- Teacher Prep
 - Teacher Evaluation Data
- Educational Leadership
 - School Administrator Evaluation Data
 - Other data elements within school administrator evaluation system, e.g., performance of lowest quartile of students, varying differences in student performance, use of Advanced Placement passing scores, others...



Performance Metrics for Teacher Prep vs Ed Leadership Programs

- Teacher Prep
 - Student Performance by Subgroups – Use this metric when a program has at least 10 completers, trained in program, and teaching in field; use the same eight subgroups identified for federal school performance reporting; minimum number of subgroups for consideration is three.
- Educational Leadership
 - Student Performance by Subgroups – Use this metric when a program has at least 10 completers, trained in program, and teaching in field; use the same eight subgroups identified for federal school performance reporting; minimum number of subgroups for consideration is three.



Performance Metrics for Ed Leadership Programs

- Other options????



Next Steps for Ed Leadership Programs

- Identify additional data needs.
- Receive feedback from institutions implementing streamlined Level I and II training.
- Determine recommended performance metrics for school leadership programs

