Teacher Leader Preparation Implementation Committee

November 9, 2011

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.

Steps to reach the next milestone: Recommendations for Teacher Preparation Programs

1. Make recommendations for performance targets for teacher preparation programs

2. Make recommendations on revisions to the uniform core curriculum components based on desired performance outcomes

3. Make recommendations on changes to the process for continued approval in light of other recommended changes

TLPIC Timeline

- ## Fall 2011 – Spring 2012
  - Recommend performance targets for three levels of continued approval and one for denial

- ## Spring 2012 – Summer 2012
  - Continue standards revision recommendations including Uniform Core Curriculum and site visit protocols

- ## Summer 2012
  - Finalize draft recommended continued approval standards and performance targets
  - Provide recommendations/information to FDOE Program Approval Office for Pilot Site Visit implementation

Current Program Approval Standards and Processes

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Chief, Educator Recruitment, Development and Retention

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

Florida's State-Approved Teacher Preparation Programs

- ## Initial Teacher Preparation Programs (ITP)
  - ❑ "Traditional" teacher preparation programs that require candidates to demonstrate of mastery of subject area knowledge, mastery of general knowledge, and mastery of professional preparation.

- ## Educator Preparation Institutes (EPI)
  - ❑ Alternative certification program offered by Institutions of Higher Education for baccalaureate degree holders. Program provides professional preparation for career-changers and recent college graduates who do not already possess Professional Educator Certification.

- ## District Alternative Certification Programs (DACP)
  - ❑ A cohesive competency-based professional preparation alternative certification program offered by public school districts by which the school district's instructional staff may satisfy the mastery of professional preparation and education competence requirements.
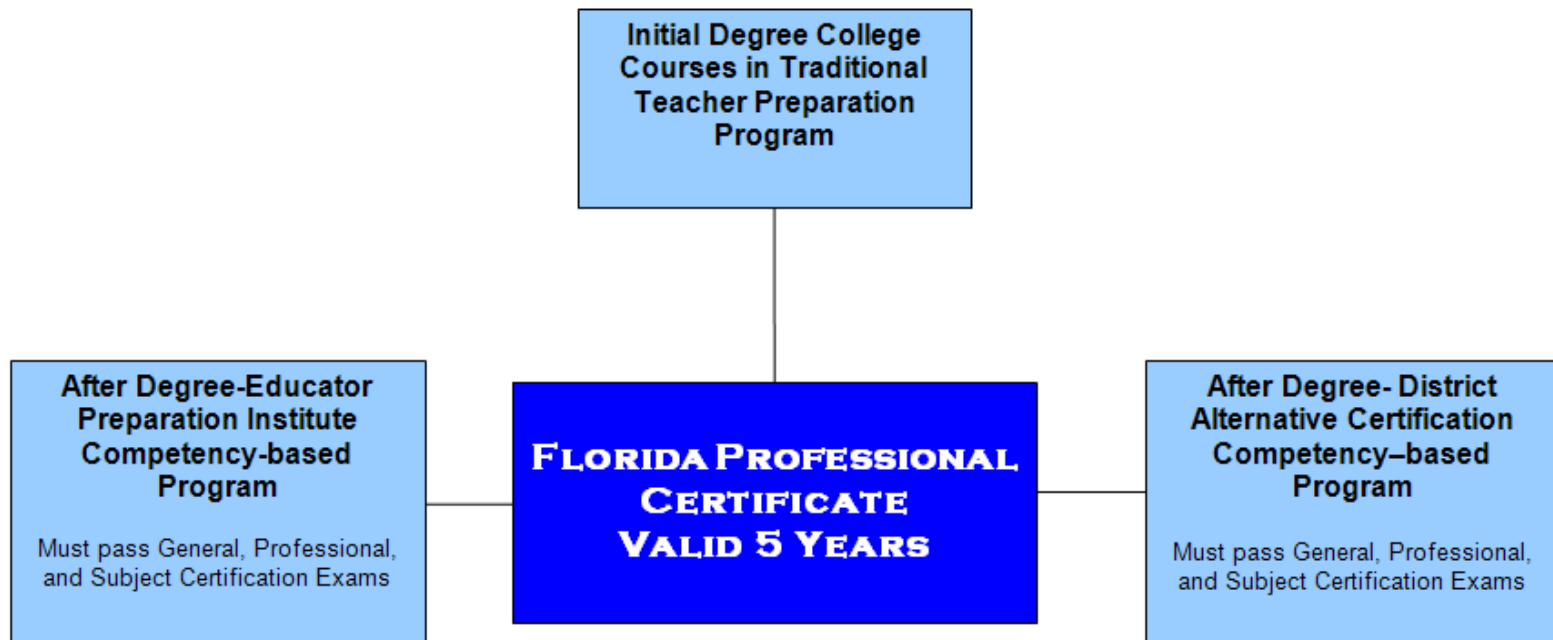
Three Components to Professional Educator Certification
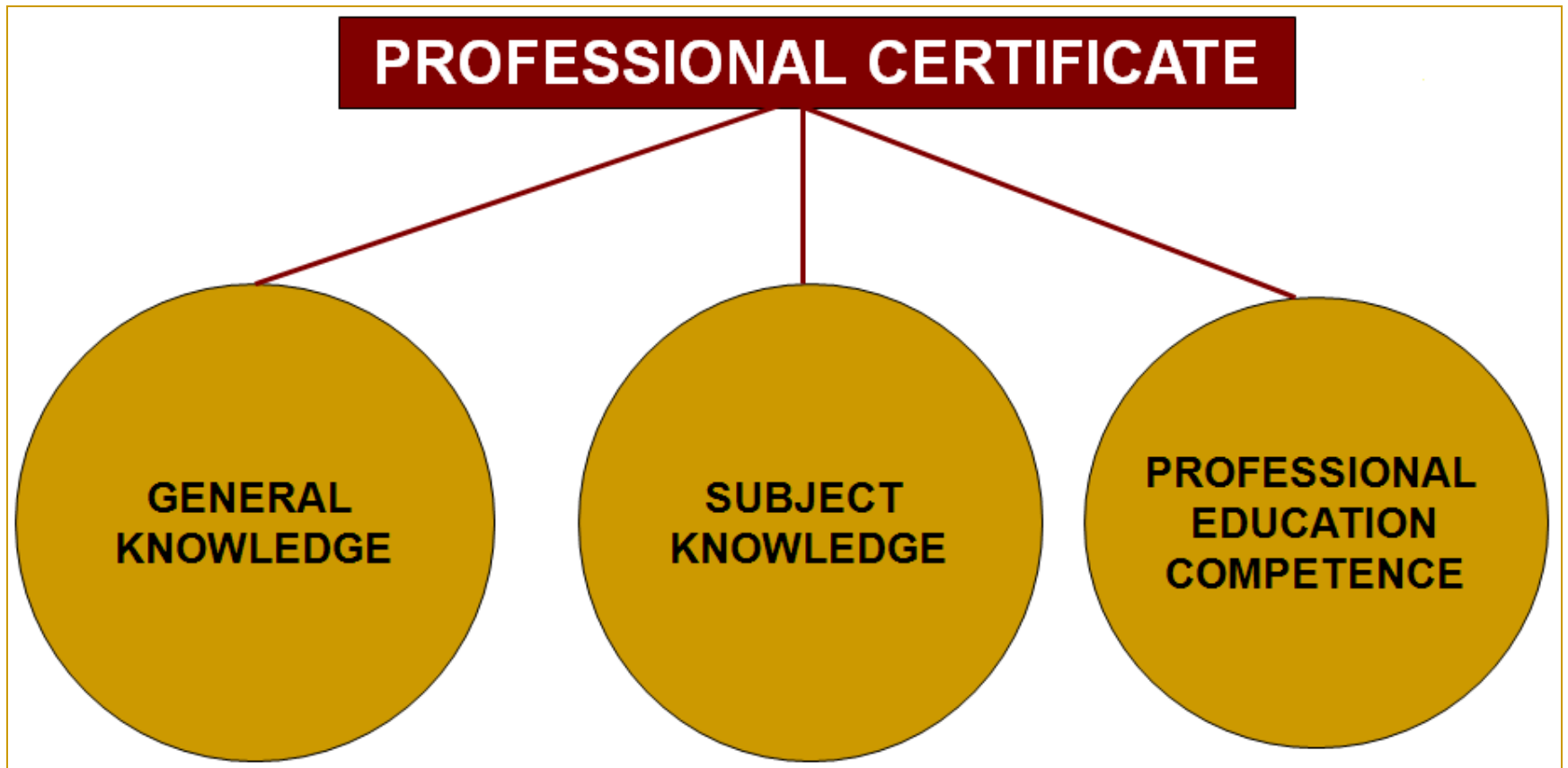
State-Approved Programs' Pathways to Certification

Pathways to a Professional Certificate in Florida
State-Approved Programs

Initial Degree College Courses in Traditional Teacher Preparation Program

After Degree-Educator Preparation Institute Competency-based Program

Must pass General, Professional, and Subject Certification Exams

FLORIDA PROFESSIONAL CERTIFICATE VALID 5 YEARS

After Degree- District Alternative Certification Competency–based Program

Must pass General, Professional, and Subject Certification Exams

Initial Teacher Preparation (ITP) Programs

- ## Section 1004.04, Florida Statutes
  - Establishes FDOE's authority to approve teacher preparation programs.
  - The program approval process should assist teacher preparation programs in conceptualizing, developing, implementing, and evaluating programs that meet state adopted standards.
  - Requires institutions to:
    - Create programs based on outlined statute requirements
    - Produce teachers to meet state goals

Initial Teacher Preparation (ITP) Programs

- **45 institutions currently offer ITP programs**
  - ❑ 24 private institutions
  - ❑ 10 state colleges
  - ❑ 11 public or state universities
- **494 state-approved initial teacher preparation programs**
- **NCATE/TEAC**
  - ❑ National Accreditation is optional in Florida
  - ❑ Partnerships in place to save time, expense, and duplication of effort

Educator Preparation Institutes (EPI)

- ## Section 1004.85, Florida Statutes
  - Outlines requirements for Florida Postsecondary Institutions who elect to offer alternative certification programs specifically designed for noneducation major baccalaureate degree holders to enable program participants to meet educator certification requirements
    - Instruction must be provided in educator accomplished practices and scientifically based reading instruction
    - Program must provide field experience with supervision from qualified educators
    - Program must provide a certification ombudsman

Educator Preparation Institutes (EPI)

- **27 state-approved institutions are currently admitting students**
  - 1 private institution
  - 22 community/state colleges
  - 4 public or state universities
- **6 community/state colleges with approved EPIs are not currently admitting students**

District Alternative Certification Programs (DACP)

- Section 1012.56(8), Florida Statutes
  - All public school districts required to have a DACP.
  - Participants must hold a Florida Temporary Educator Certificate
  - Program must be based on classroom application and instructional performance
- 33 public school districts currently have teachers participating in a DACP

Florida State Board of Education Rule

- **6A-5.066 Approval of Educator Preparation Programs**
  - (1) Initial Teacher Preparation Programs
  - (2) Professional Preparation Programs
    - (b) School District Alternative Certification and Education Competency Programs
    - (c) Programs Delivered through Educator Preparation Institutes

2009-2010 Teacher Preparation Program Completers

Completers by Program Type 2009-2010

Initial Teacher Preparation Program - 5,778
66%

District Alternative Certification Program - 1,235
14%

Educator Preparation Institute - 1,773
20%
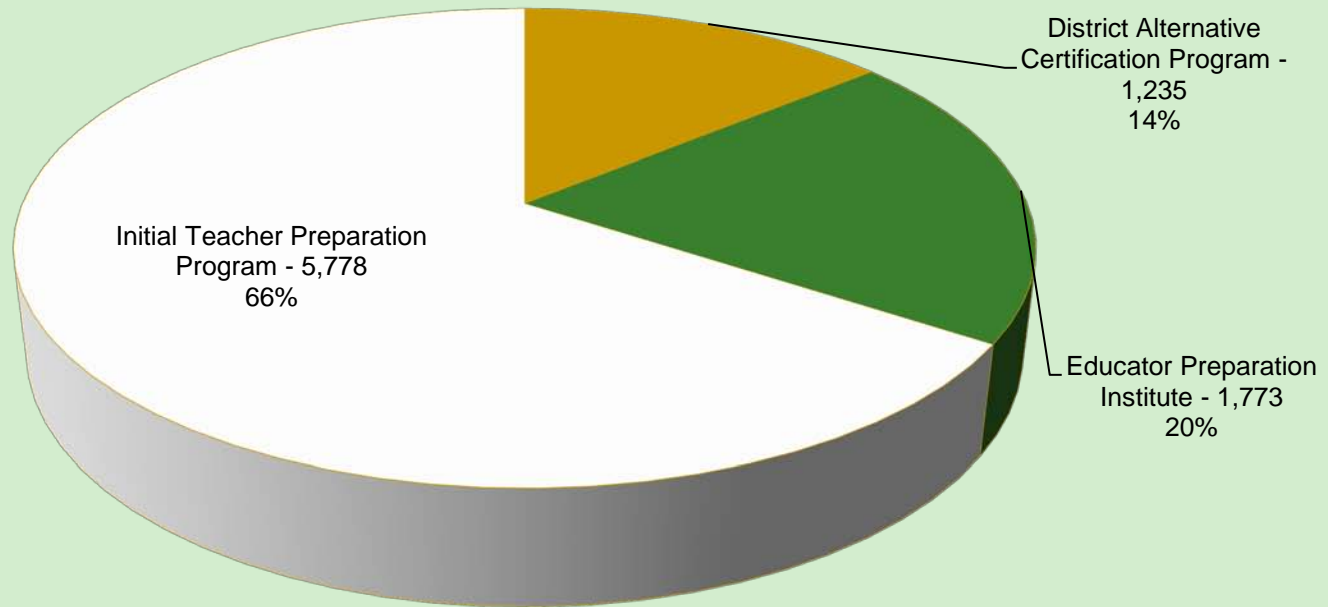
2009-2010 Completers Employed in Florida Public School 2010-2011

Employment of 2009-2010 Completers in Florida Public Schools in 2010-2011

- 2009-2010 Completers Not Employed in Florida Public Schools in 2010-2011
- 2009-2010 Completers Employed in Florida Public Schools in 2010-2011

District Alternative Certification Program:
- 164, 13%
- 1,071, 87%

Educator Preparation Institute:
- 793, 45%
- 980, 55%

Initial Teacher Preparation Program:
- 2,597, 45%
- 3,181, 55%
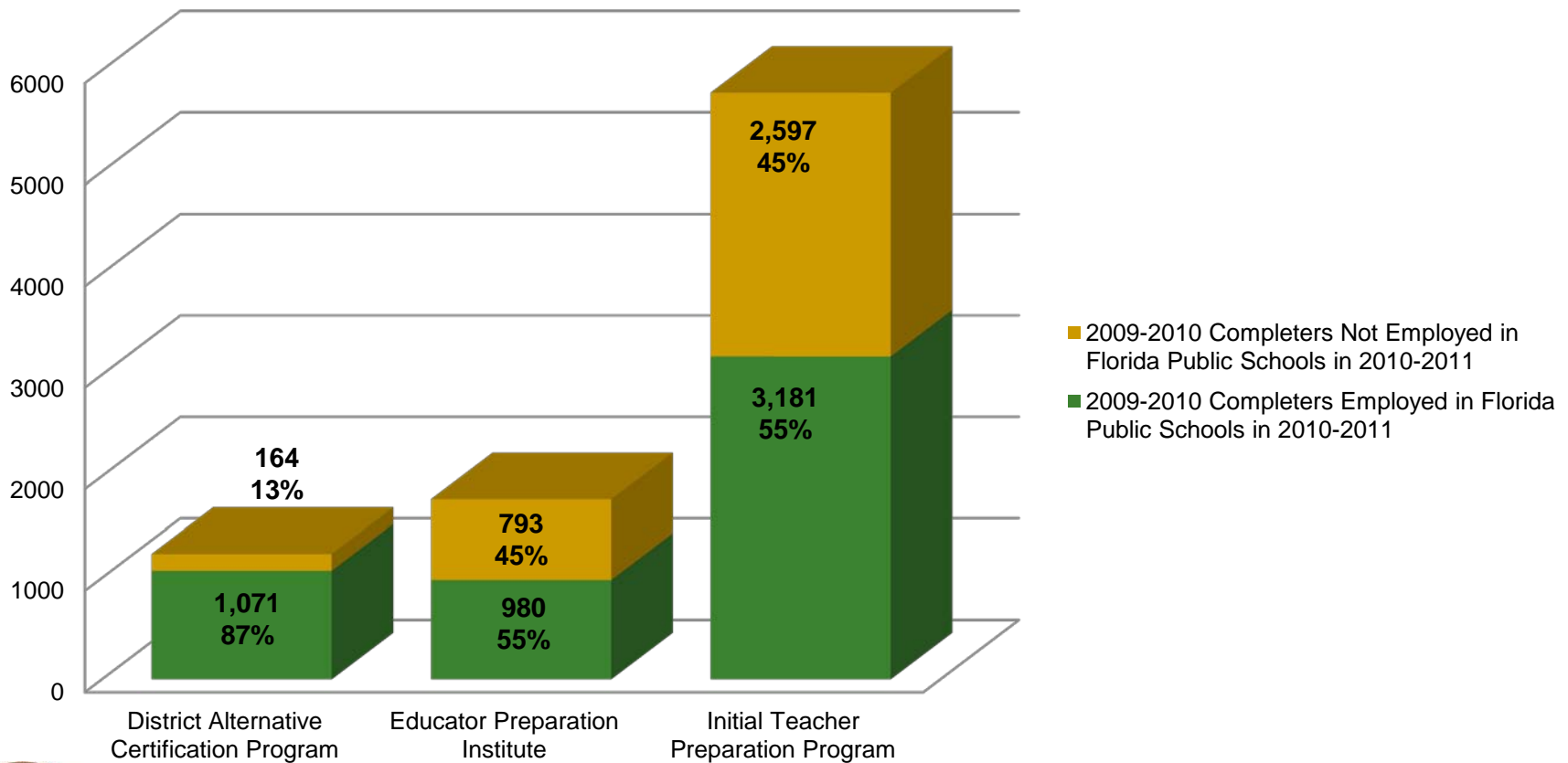
Program Approval Standards

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

- IPEPs, APEPs, and DPEPs
  - ❑ ITP programs prepare an Institutional Performance Evaluation Plan (IPEP) annually.
  - ❑ EPI programs prepare an Annual Performance Evaluation Plan (APEP) annually.
  - ❑ DACPs prepare a District Performance Evaluation Plan (DPEP) 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

Teacher Preparation Program Data Processes

Rebekah Harris

Program Specialist, Educator Recruitment, Development and Retention

Data to be 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
  - Candidate and Completer impact on P-12 student learning
  - Employer satisfaction, including percentage of completers employed in Florida public schools the first year after program completion and their length of stay in the classroom
  - Completer satisfaction

Data to be Used for Continuous Program Improvement

- Data to be reviewed by programs for continuous improvement
  - Pass rates on the Florida Teacher Certification Examinations (FTCE)
  - Stakeholder input
  - Results of assistance to completers who need remediation during their first two years of teaching*
  - State and district needs*
  - Faculty recency of experience*

*data specified only for Initial Teacher Preparation programs

Example Continuous Improvement Plan

Educational Goals for 2010-11	Assessment Method or Measure	Analysis (Identify Strengths and Areas for Improvement)	Resulting Program Changes	Measureable Educational Goals for 2011-12
Enroll at least 20 candidates	Admissions Data	Enrolled 12 strong candidates	Interview team to begin interview-screening process earlier	
Evaluator will research candidate impact on student learning	Data collected by evaluator through school visits and interviews	Data has been collected, but it is not specific to impact on student learning	New method of examining candidate impact developed	

Data Collection Process

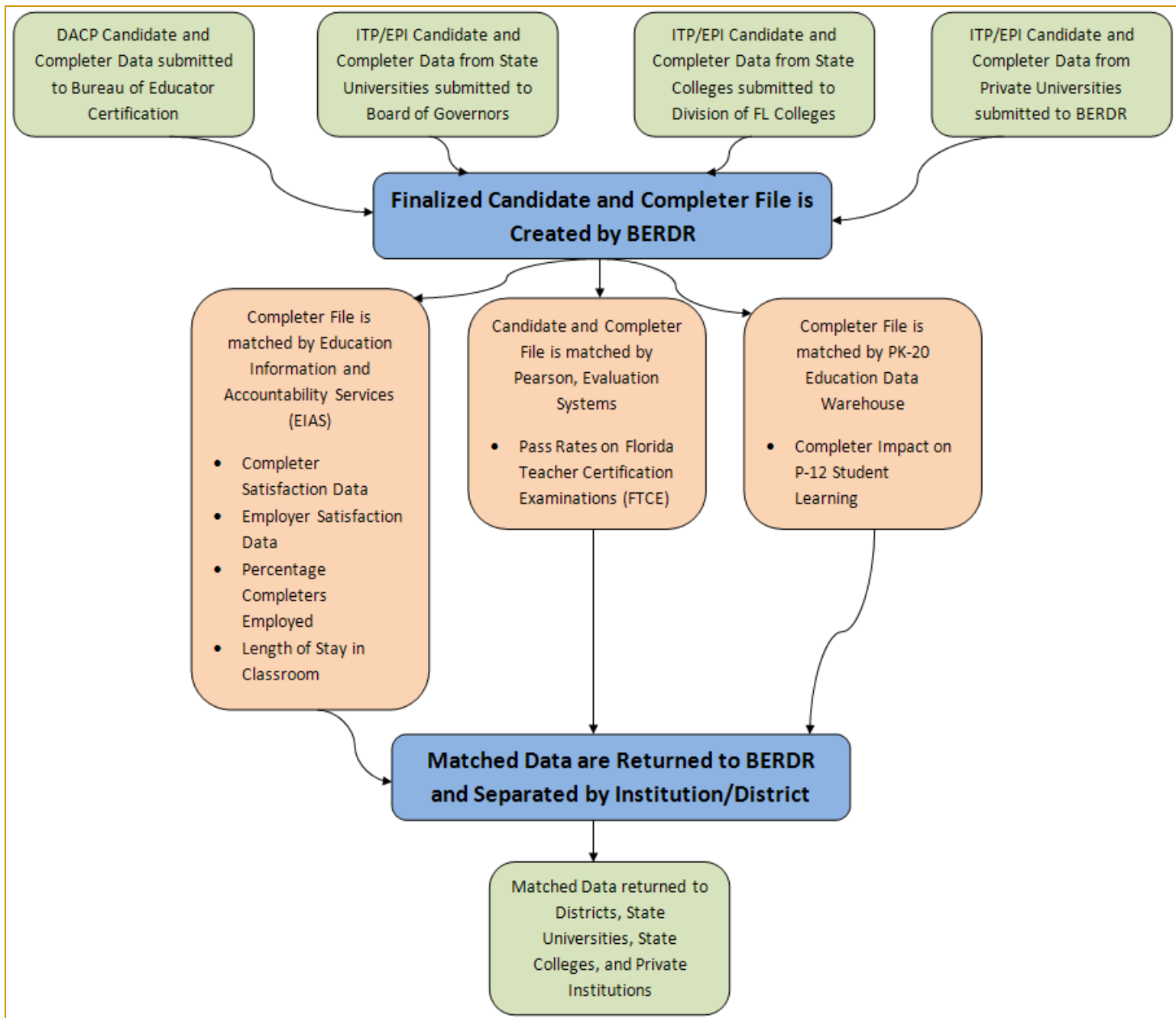- Data elements that are not uniform across programs
  - Candidate performance data on required competencies
  - Candidate impact on P-12 student learning
  - Results of assistance to completers who need remediation during their first two years of teaching
  - State and district needs*
  - Faculty recency of experience*
  - Stakeholder input*
- These data reported via program's IPEP, APEP, or DPEP

Data Collection Process

- Reported via various methods depending on program and institution type
  - ITPs and EPIs
    - Public or State Universities submit data to Board of Governors
    - State Colleges submit data to Division of Florida Colleges
    - ICUF/Private Universities submit data directly to Educator Preparation Office
  - DACPs submit data directly to Bureau of Educator Certification

DACP Candidate and Completer Data submitted to Bureau of Educator Certification

ITP/EPI Candidate and Completer Data from State Universities submitted to Board of Governors

ITP/EPI Candidate and Completer Data from State Colleges submitted to Division of FL Colleges

ITP/EPI Candidate and Completer Data from Private Universities submitted to BERDR

Finalized Candidate and Completer File is Created by BERDR

Completer File is matched by Education Information and Accountability Services (EIAS)

- Completer Satisfaction Data
- Employer Satisfaction Data
- Percentage Completers Employed
- Length of Stay in Classroom

Candidate and Completer File is matched by Pearson, Evaluation Systems

- Pass Rates on Florida Teacher Certification Examinations (FTCE)

Completer File is matched by PK-20 Education Data Warehouse

- Completer Impact on P-12 Student Learning

Matched Data are Returned to BERDR and Separated by Institution/District

Matched Data returned to Districts, State Universities, State Colleges, and Private Institutions

Employment Data

- 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

Employer and Completer Satisfaction Data

- FDOE administers New Teacher Survey to completers employed in Florida Public Schools their first year following program completion and their administrators
  - Completer and Employer Responses are separated by institution/district and provided to each institution/district

Florida Teacher Certification Examination Data

- Candidate and Completer Data received from institutions/district is matched to Pearson Evaluation Systems' database

- Institutions/districts receive file with data including
  - Program pass rates
  - Assessment average scaled score
  - Summary pass rates

- Through Pearson Evaluation Systems institutions/districts also have access to competency level data

Florida Department of Education

Completer Impact on P-12 Student Learning

- Institutions/Districts provided impact on P-12 student learning data for three completer cohorts
  - Data are based on FCAT and only available for completers teaching reading and/or math grades 4 through 10
  - Value Table Scores provided for two completer cohorts
  - Provided completer's % of students making learning gains in reading and % of students making learning gains in mathematics