



**Rule Development Workshop
Public Input on Draft Rule Text 6A-5.066, FAC**

Approval of Teacher Preparation Programs

November 10, 2014



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Agenda

- Part 1: Overview presentation of authorizing statutes and content of draft rule. This is to provide what the law indicates should be in the rules and what the draft rule text is intended to accomplish.
- Part 2: Clarifying questions and answers. Audience participants may ask questions to clarify anything in the presentation or the draft text. DOE staff will provide responses or, if necessary, take questions back for later response.
- Part 3: Public Comments. Audience participants who wish to do so will make comments about the rule. Comments will be allowed to stand without response or debate from others.

Input and Participation

- When asking a question or making a comment, please state your name and where you are from (e.g., institution, school district, association, or group).
- If you are making a comment, please follow the instructions with the operator (webinar) or fill out a speaker's card (in-person workshops), so that we have a complete record of the meeting.
- Comments will be timed to allow all who wish to speak the opportunity to do so.
- We will gladly take comments as written statements.
- Input may be provided at anytime online at <https://app1.fldoe.org/rules/default.aspx> or TeacherPrepRuleDev@fldoe.org.

Input and Participation

- Types of input we are seeking to improve the rules:
 - Suggestions for changes or agreement with specific text in the rule (i.e., keep this..., delete this..., add this..., change this to read..., etc.).
 - To the extent that you can provide why, this will help us with context and help us track that same issue in other parts of the rule.
- Comments on whether the rule text actually accomplishes what the law and/or presentation indicates is intended.

Rule Adoption Timeline

- August 2013: Notice of Rule Development/Workshops conducted for public input for draft text
- June 2014: Workshops and input on draft text
- July-November 2014: Review public comments
- November 2014: Revise rule text/conduct additional workshop
- December 2014: Revise rule text/publish for consideration by State Board of Education
- January 2015: State Board meeting for possible rule adoption
- Spring 2015: New folios submitted for review/approval
- Fall 2015: IPEP/APEP/DPEP reflect new standards/rule
- Fall 2016: Continued Approval Site Visits begin



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6A-5.066, FAC

Approval of Teacher Preparation Programs

Content of the laws

Content of the rule

Rule Authority and Content for 6A-5.066

1. Section 1004.04, F.S., Public accountability and state approval for teacher preparation programs
 - Revises/streamlines Uniform Core Curricula and Candidate Assessment for state-approved initial teacher preparation programs;
 - Revises the process for initial and continued approval of state-approved programs;
 - Revises requirements for preservice field experiences

Rule Authority and Content for 6A-5.066

2. Section 1004.85, F.S., Postsecondary educator preparation institutes

- Revises the definition of the term “educator preparation institute”
- Authorizes a qualified private provider to seek approval to offer competency-based certification programs
- Revises the criteria for approval of preparation programs
- Requires passing scores on all FTCE subtests

Rule Authority and Content for 6A-5.066

3. Section 1012.56(8), F.S., Educator certification requirements

- Allows school districts the option to provide a professional development certification program
- Revises requirements for demonstrating mastery of professional education competence
- Requires passing scores on all FTCE subtests

Rule Authority and Content for 6A-5.066

Continued approval of a teacher preparation program shall be based upon:

- Evidence that the program continues to implement the requirements for initial approval; and
- Upon significant, objective, and quantifiable measures of the program and the performance of the program completers.

Rule Authority and Content for 6A-5.066

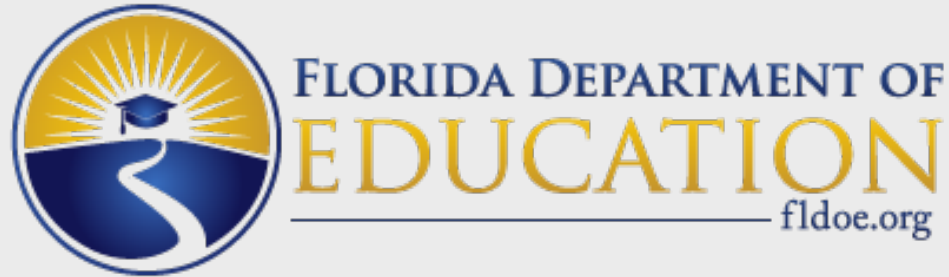
Criteria for continued approval for ALL* programs includes evidence of complete performance in six metrics:

1. Placement rate in instructional positions
2. Retention rate
3. Student learning growth data
4. Student performance by subgroup
5. Teacher evaluation results
6. Production of critical teacher shortage areas

Rule Authority and Content for 6A-5.066

The law authorizes State Board of Education to adopt rules for initial and continued approval of teacher preparation programs which include:

- Program review process;
- Continued approval timelines; and
- Performance level targets for each of the continued approval criteria (performance metrics).



6A-5.066, FAC

Approval of Teacher Preparation Programs

Content of the laws

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Stakeholder input and recommendations:

1. Teacher and Leader Preparation Implementation Committee (TLPIC)
2. University of Florida in collaboration with all state colleges and universities across Florida
3. Pilot Site Visit Review Teams during 2013-2014
4. Previous Rule Development Workshops (August 2013 and June 2014) with significant public input throughout this period

Structure and Content for 6A-5.066

For your consideration and comment:

- ✓ Definition section to establish common language of terms
- ✓ Initial approval processes identical for all state-approved programs
- ✓ Continued approval processes identical for all state-approved programs
- ✓ Performance targets for each metric
- ✓ Incorporation of initial and continued approval standards, including procedures into the rule

Structure and Content for 6A-5.066

For your consideration and comment:

1. Definition section (30) to establish common language of terms: updated
 - Annual demonstration of experience in relevant p-12 school setting
 - Equivalent program
 - Bachelor's and higher level programs
 - World Languages' programs
 - In-field teacher
 - Placement rate
 - Retention rate

Structure and Content for 6A-5.066

For your consideration and comment:

1. Definition section (30) to establish common language of terms: updated
- Further clarification of the Uniform Core Curricula
 - For ITP programs only:**
 - Completers of primary language certification areas shall meet ESOL Endorsement requirements
 - All other certification areas, completion of ESOL survey course

Structure and Content for 6A-5.066

For your consideration and comment:

2. Initial approval processes identical for all state-approved programs
 - Request to Submit Form, RTS-2015
 - Electronic folios – described in Initial Program Approval Standards, ITP IAS-2015, EPI IAS-1015, PDCP IAS-2015
 - Timeline for review
 - Decision: Approval or Denial
 - Denial of approval decision: reapply for initial

Structure and Content for 6A-5.066

For your consideration and comment:

3. Continued approval processes identical for all state-approved programs
 - Annually submit candidate/completer data
 - Annual program evaluation plans (IPEP, APEP and DPEP) by November 15
 - Annual Program Performance Report (APPR) for each program based on the six * performance metrics/targets
 - Performance level targets for each metric yielding score of 1 to 4
 - APPR summative rating score of 1.0 to 4.0

Structure and Content for 6A-5.066

For your consideration and comment:

Performance metrics defined:

- **Placement rate:** percentage of program completers who become employed their first or second year.
 - Employed: in an instructional position in a Florida public school; and if available and verified, in private or out-of-state p-12 schools

Structure and Content for 6A-5.066

For your consideration and comment:

Performance Metrics	Level 4 Performance Target (4 points)	Level 3 Performance Target (3 points)	Level 2 Performance Target (2 points)	Level 1 Performance Target (1 point)
<p><u>Placement Rate</u> (not applicable for PDCP programs per s. 1012.56(8), F.S.) Placement rate is determined by the number of completers who were employed in either the first or second year subsequent to completion.</p>	<p>Placement rate range is at or above the upper 68% Confidence Interval (CI) for the aggregate of all equivalent programs across the state.</p>	<p>Placement rate range is at or above the lower 68% CI for the aggregate of all equivalent programs across the state but is still below the upper 68% CI.</p>	<p>Placement rate range is at or above the lower 95% CI for the aggregate of all equivalent programs across the state but is still below the lower 68% CI.</p>	<p>Placement rate range is below the lower 95% CI for the aggregate of all equivalent programs across the state.</p>

Structure and Content for 6A-5.066

For your consideration and comment:

Performance metrics defined:

- **Retention rate:** Average number of years program completers are employed in a 5-year period following initial placement (initially employed in either of the 2 subsequent years following completion).
 - Employed: in an instructional position in a Florida public school district; and if available and verified, in private or out-of-state p-12 schools

Structure and Content for 6A-5.066

For your consideration and comment:

Performance Metrics	Level 4 Performance Target (4 points)	Level 3 Performance Target (3 points)	Level 2 Performance Target (2 points)	Level 1 Performance Target (1 point)
<u>Retention Rate</u> Retention rate is determined by the number of years program completers were employed in a 5-year period following initial employment in either of the 2 subsequent years following completion.	The number of years employed in a 5-year period following initial placement is 4.5 years or more.	The average number of years employed in a 5-year period following initial placement is 3 years to less than 4.5 years.	The average number of years employed in a 5-year period following initial placement is 2 years to less than 3 years.	The average number of years employed in a 5-year period following initial placement is less than 2 years.

Structure and Content for 6A-5.066

For your consideration and comment:

Performance metrics defined:

- **Student learning growth data/performance of PreK-12 students on statewide assessments using results of student learning growth formula per section 1012.34, F.S.:** Score is based on in-field completers from the previous 3-year period who received a student learning growth score from the most recent year

Structure and Content for 6A-5.066

For your consideration and comment:

Performance Metrics	Level 4 Performance Target (4 points)	Level 3 Performance Target (3 points)	Level 2 Performance Target (2 points)	Level 1 Performance Target (1 point)
<p><u>Performance of Prekindergarten-12 students on statewide assessments using results of student learning growth formula per s. 1012.34, F.S.</u></p> <p>Score is based on in-field completers from the previous 3-year period who received a student learning growth score from the most recent year.</p>	<p>The average student learning growth score is above 0 within a 95% Confidence Interval (CI).</p>	<p>The average student learning growth score contains 0 within a 95% CI.</p>	<p>Not calculated.</p>	<p>The average student learning growth score is below 0 within a 95% CI.</p>

Structure and Content for 6A-5.066

For your consideration and comment:

Performance metrics defined:

- **Student performance by subgroup:** measure of how well the program prepares teachers to work with a diverse population of students in a variety of settings in Florida public schools.
 - 8 Subgroups: Caucasian, African American, Hispanic, Asian, Native American, Free/Reduced Lunch, students with disabilities and students of limited English proficiency
 - Score is based on completers from the previous 3-year period who received a student learning growth score from the most recent year

Structure and Content for 6A-5.066

For your consideration and comment:

Performance Metrics	Level 4 Performance Target (4 points)	Level 3 Performance Target (3 points)	Level 2 Performance Target (2 points)	Level 1 Performance Target (1 point)
<p><u>Student Performance by Subgroups Data</u></p> <p>Score is based on in-field completers from the previous 3-year period who received a student learning growth score from the most recent year.</p>	At least 75 percent of subgroups meet or exceed the state standard for performance.	At least 50 percent, but less than 75 percent of subgroups meet or exceed the state standards for performance.	At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance.	Fewer than 25 percent of the subgroups exceed the state standard for performance.

Structure and Content for 6A-5.066

For your consideration and comment:

Performance metrics defined:

- **Teacher evaluation results/program completers' annual evaluations in accordance with the timeline as set forth in s. 1012.34, F.S.:** Scores are based on completers from the previous 3-year period who received an annual evaluation rating from the most recent year.

Structure and Content for 6A-5.066

For your consideration and comment:

Performance Metrics	Level 4 Performance Target (4 points)	Level 3 Performance Target (3 points)	Level 2 Performance Target (2 points)	Level 1 Performance Target (1 point)
<p><u>Results of program completers' annual evaluations as specified in s. 1012.34, F.S.</u></p> <p>Scores are based on completers from the previous 3-year period who received an annual evaluation rating from the most recent year.</p>	<p>At least 30 percent of the program's completers received a highly effective rating and at least 90 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.</p>	<p>Criteria for Level 4 were not met but at least 80 percent of the program's completers received either highly effective or effective ratings and no completers were rated unsatisfactory.</p>	<p>At least 60 percent of the program's completers received a highly effective or effective rating and no more than 5 percent (more than one (1) for n < 20) of the program's completers were rated unsatisfactory.</p>	<p>Less than 60 percent of the program's completers received a highly effective or effective rating or more than 5 percent (more than one (1) for n < 20) of the program's completers were rated unsatisfactory.</p>

Structure and Content for 6A-5.066

For your consideration and comment:

Performance metrics defined:

- **Production of program completers in critical teacher shortage area, as identified in section 1012.07, F.S.:**

Bonus Only

- Scores are based on the number of completers from the most recent year compared to the number of completers from the previous year.

Structure and Content for 6A-5.066

For your consideration and comment:

Performance Metrics	Level 4 Performance Target (4 points)	Level 3 Performance Target (3 points)	Level 2 Performance Target (2 points)	Level 1 Performance Target (1 point)
<p><u>Production of program completers in statewide critical teacher shortage areas, per Rule 6A-20.0131, FAC, in accordance with s. 1012.07, F.S.</u> <u>BONUS ONLY</u></p> <p>Scores are based on the number of completers from the most recent year compared to the number of completers from the previous year.</p>	<p>The critical teacher shortage program increased the number of program completers compared to the year before with a minimum of 2 completers in each year.</p>			

Structure and Content for 6A-5.066

For your consideration and comment:

Performance metrics defined:

- **Production of program completers in critical teacher shortage area, as identified in section 1012.07, F.S.:**

Bonus Only

- If program is eligible for Bonus, summative rating of APPR is weighted and calculated as follows:
 - ✓ Average of all other performance target level scores (2 to 5 measures) multiplied by 0.8; added to
 - ✓ Bonus Score of 4 points multiplied by 0.2
 - ✓ Yields – Summative rating score

Structure and Content for 6A-5.066

For your consideration and comment:

Each program shall receive an APPR if it meets the minimum requirements as follows:

- Has 3 or more completers in the selected cohort time period for Placement performance metric or Retention performance metric; **and**
- Has 2 or more completers who received an annual evaluation for the Annual Evaluation metric.

A program that does not receive an APPR shall receive a summative rating score of 0.0 for that reporting year.

Structure and Content for 6A-5.066

For your consideration and comment:

Annual review of APPRs by institution, private provider or school district prior to public reporting:

- Each program shall have 45 days (instead of 30) to review APPR data and report errors or omissions to department.
- Department has 15 days (instead of 10) to review and make changes to APPR if appropriate.

Structure and Content for 6A-5.066

For your consideration and comment:

3. Continued approval processes identical for all state-approved programs (continued)
 - Continued program approval period – 5 years
 - Site visit in final year with review of evidence of program's implementation of 3 Continued Approval Standards (ITP CAS-2015, EPI CAS-2015 and PDCP CAS-2015)
 - Review of IPEPs, APEPs and DPEPs in 5-year period
 - Summary report from each program
 - Off-site and on-site review
 - Site visit yields summative rating score of 1 to 4

Structure and Content for 6A-5.066

For your consideration and comment:

Continued approval processes identical for all state-approved programs (continued)

- A program that has 3 consecutive years within its continued approval period with no completers shall not receive a continued approval site visit and no summative rating score.

Structure and Content for 6A-5.066

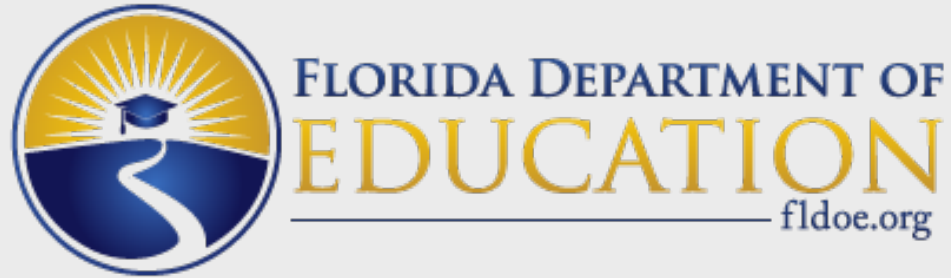
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3. Continued approval processes identical for all state-approved programs (continued)
- Continued approval or denial of approval decision based on:
 - Average of APPR summative rating level scores Added To
 - Summative rating score for site visit
 - Resulting sum divided by 2, yields an overall **Continued Approval Summative Score (CASS) of 1.0 to 4.0**

Structure and Content for 6A-5.066

For your consideration and comment:

3. Continued approval processes identical for all state-approved programs (continued)
 - **Continued Approval Summative Score (CASS)**
 - Full Approval with Distinction: CASS of above 3.5
 - Full Approval: CASS of 2.4 to 3.5
 - Denial of Approval: CASS below 2.4
 - Denial of approval – may apply for initial approval



Remaining Sections of Rule

Structure and Content for 6A-5.066

For your consideration and comment:

4. Professional Training Option for Content Majors

- Postsecondary institution with approved ITP
- Meet professional preparation course work requirements prescribed in Rule 6A-4.006(2), FAC, including:
 - Training in FEAPs
 - Training in Reading Competency 2
 - School-based field experiences

Structure and Content for 6A-5.066

For your consideration and comment:

5. Commissioner's authority to grant continued approval

Structure and Content for 6A-5.066

For your consideration and comment:

6. Incorporation of forms by reference – currently located at <http://www.fldoe.org/profdev/rdep.asp>

- Initial Program Approval Standards for ITP (ITP IAS-2015)
- Initial Program Approval Standards for EPI (EPI IAS-2015)
- Initial Program Approval Standards for PDCP (PDCP IAS-2015)
- Continued Program Approval Standards for ITP (ITP CAS-2015)
- Continued Program Approval Standards for EPI (EPI CAS-2015)
- Continued Program Approval Standards for PDCP (PDCP CAS-2015)
- Request to Submit Form (RTS-2015)

Agenda

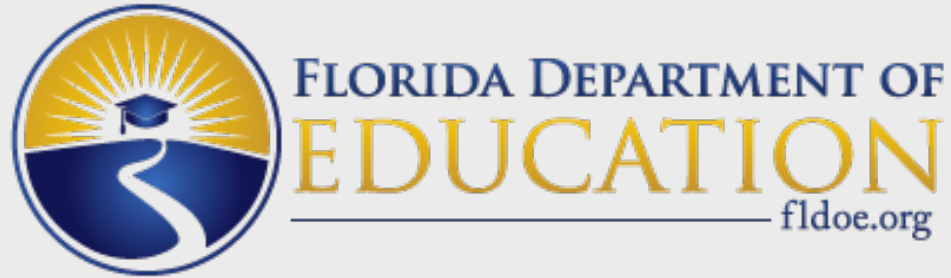
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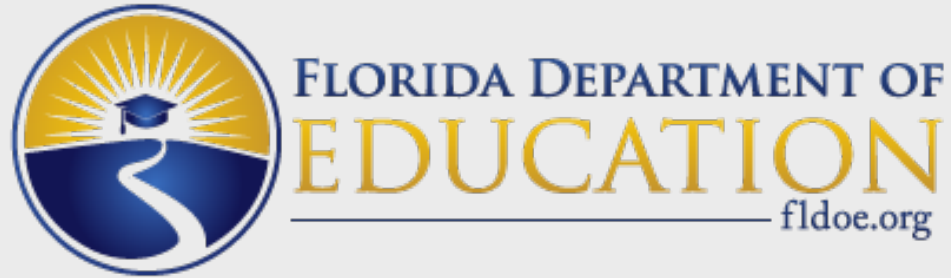
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Part 2: Clarifying Questions



Part 3: Comments



Thank you for your participation!



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