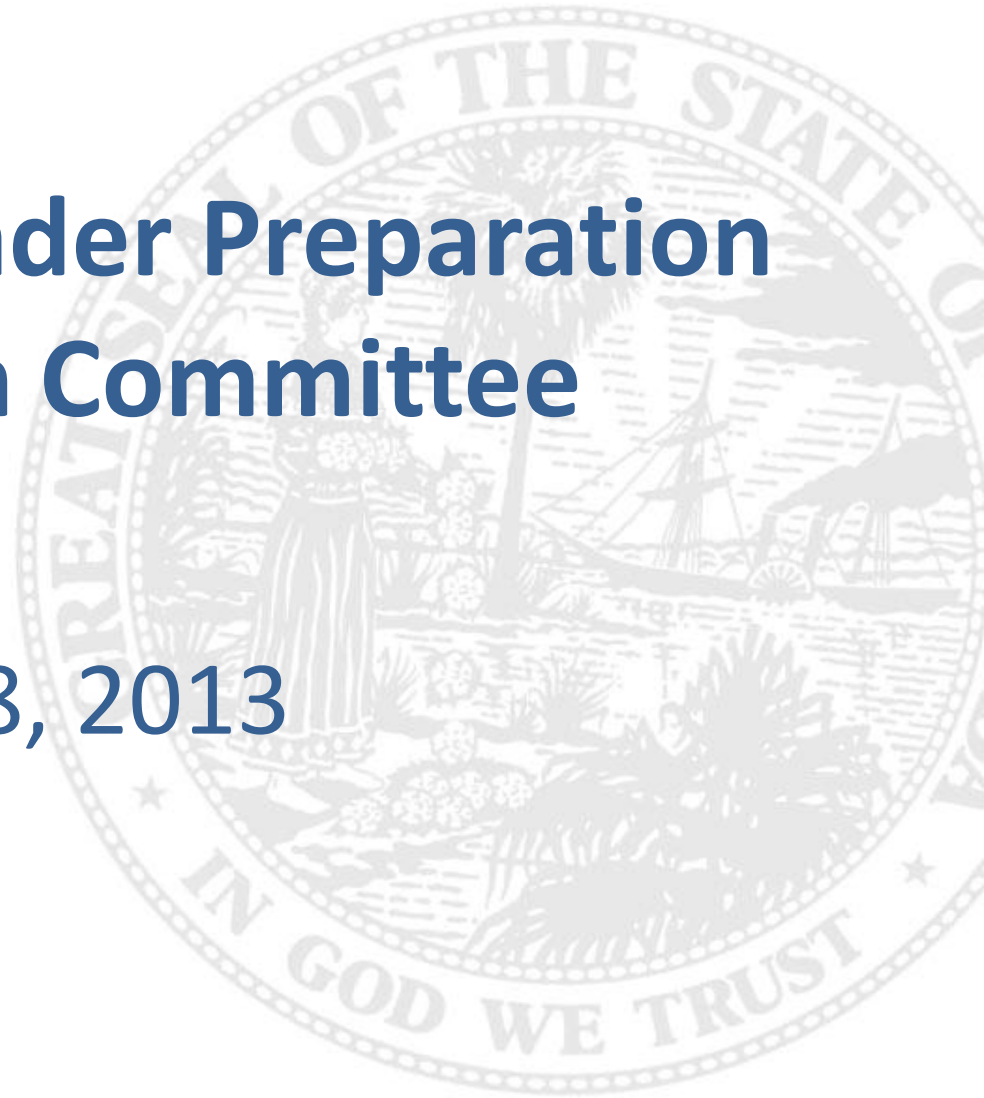


Teacher and Leader Preparation Implementation Committee

May 8, 2013



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**
 - Program data released via report card for feedback purposes
 - Consider recommendations for continued approval standards for teacher preparation
 - Rule revision workshops (6A-5.066)

Note : March-May 2013

Legislation will likely affect teacher preparation statutes

Focus for Today

- Update on legislation
- Discussion on revision of Initial and Continued Approval Teacher Preparation Guidelines
- Sample Annual Program Performance Report
- Teacher Evaluation Data

Legislation Update

- SB 1664 passed on 5/1/2013; awaiting consideration by Governor

Includes TLPIC input for:

- Uniform Core Curriculum
- Performance metrics for continued approval of teacher preparation programs
- Preservice Field Experiences

By January 1 of each year, the Department of Education shall report the results of each approved program's annual progress on the performance measures

Revision of Initial and Continued Approval Teacher Preparation Guidelines

The University of Florida will:

- Solicit feedback from the TLPIC
- Solicit feedback from Institutions of Higher Education
- Provide recommendations regarding the Initial and Continued Approval Standard Guidelines for Initial Teacher Preparation (ITP) programs
- Develop training materials to be used to explain the revised guidelines to all representatives from state-approved initial teacher preparation programs

Sample Annual Program Performance Report

- RTTT requires public reporting of teacher preparation performance ratings by June 30, 2013
 - Areas not included this year:
 - Institution Overview and Highlights
 - Program Highlights
 - FTCE/FELE Data

Sample Report – Continued Approval Period

- Initial Approval
 - Year the program was initially given state-approval.
- Latest Approval
 - Year the program was last evaluated by folio, site visit, or program approval board and approved or given an approval status (i.e. conditionally approved).
- Approval Expires
 - Year the program is up for a continued approval review.

Sample Report – Continued Approval Period

- Institution X: Continued Approval Period

Initial Approval	Latest Approval	Approval Expires
1969	2007	2014

Sample Report – Number of Completers

- 2008-2009
- 2009-2010
- 2010-2011
- Total (over 3 years)



Sample Report – Number of Completers

- Institution X: Number of Completers

2008-2009	2009-2010	2010-2011	Total (over 3 years)
29	50	41	120

Sample Report – Placement

- Placement: Include the percentage of completers who become employed in an instructional position in a Florida public school district their first or second year after completion of a Florida state-approved program.

Sample Report – Placement

Level 4	Level 3	Level 2	Level 1
1 SD above the Mean and higher	1 SD below the Mean up to 1 SD above the Mean	2 SD below the Mean up to 1 SD below the Mean	Below 2 SD below the Mean

Program Placement Data	Aggregate State Wide Results for Placement Data
94.00%	85.16%
Level 3	

Sample Report – Retention

- Retention: Include the percentage of completers continuously employed in an instructional position in a Florida public school district at the third and fifth year marks after completion of a Florida state-approved program.

Sample Report – Retention

Level 4	Level 3	Level 2	Level 1
1 SD above the Mean and higher	1 SD below the Mean up to 1 SD above the Mean	2 SD below the Mean up to 1 SD below the Mean	Below 2 SD below the Mean

Program Retention Data	Aggregate State Wide Results for Retention Data
72.41%	71.76%
Level 3	

Sample Report – Value-Added Model (VAM)

- 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

Sample Report – Value-Added Model (VAM)

Level 4	Level 3	Level 2	Level 1
Score falls above the standard for evaluation, with a high degree of confidence – 95%	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	Score falls below the standard for evaluation, with some degree of statistical confidence – 68%	Score falls below the standard for evaluation, with a high degree of statistical confidence – 95%

Program VAM Data	Aggregate State Wide Results for VAM Data
TBD	TBD
TBD	

Sample Report – Evaluation

- Evaluation - TBD



Sample Report – Student Performance by Subgroups

- 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

Sample Report – Student Performance by Subgroups

Level 4	Level 3	Level 2	Level 1
At least 75% of subgroups (e.g., 6 out of 8, 3 out 4, etc.) must exceed the state standard for performance	At least 50%, but no more than 74% of subgroups, must exceed the state standard for performance	At least 25%, but no more than 50% of the subgroups, must exceed the state standard for performance	Fewer than 25% of the subgroups exceed the state standard for performance

Sample Report – Student Performance by Subgroups

- Institution X's Student Performance by Subgroups

Student Subgroup	Reading Statewide Average	Reading Actual	Y/N	Math Statewide Average	Math Actual	Y/N
White	49.44%	49.3%	N	46.77%	NA	NA
African American	46.69%	48.48%	Y	43.96%	NA	NA
Hispanic	50.18%	51.14%	Y	46.73%	NA	NA
Asian	52.99%	65.63%	Y	52.55%	NA	NA
Native American	46.04%	50%	Y	47.45%	NA	NA
Free/Reduced Lunch	47.21%	50.75%	Y	45.6%	NA	NA
Students with Disabilities	48.29%	52.24%	Y	45.19%	NA	NA
English Language Learners	48.76%	51.47%	Y	46.75%	NA	NA
Level 4						

- 7 out of 8 = Level 4

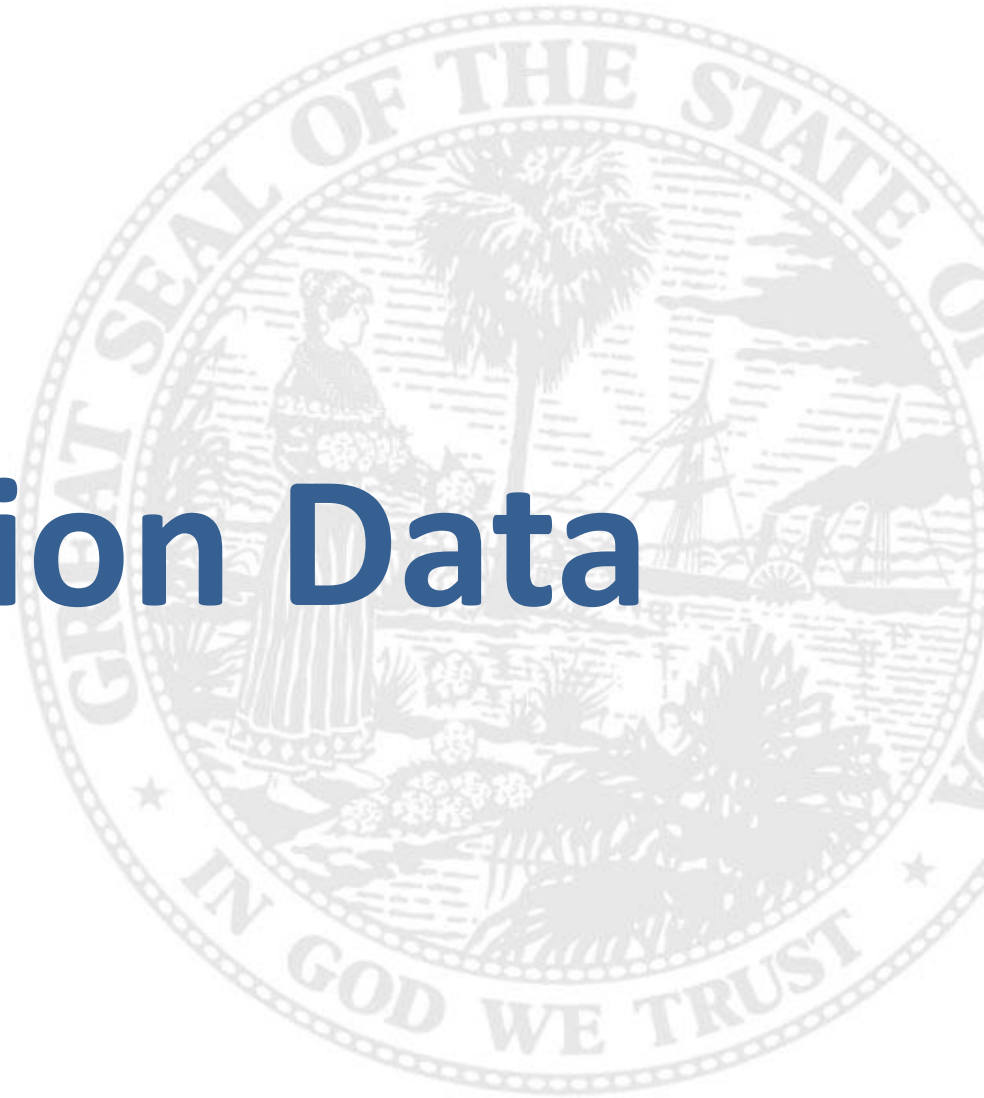
Sample Report – Critical Teacher Shortage

- 0.25 of a point will be added to a program's total score if the program increases the development of teachers in critical shortage areas from one year to the next by 20%.
- Critical Teacher Shortage Areas:
 - Middle and High School Science
 - Foreign Languages
 - English/Language Arts
 - Middle and High School Reading
 - Exceptional Education
 - Middle and High School Math
 - English for Speakers of Other Languages (ESOL)

Sample Report – Critical Teacher Shortage

Program Critical Teacher Shortage Data	Aggregate State Wide Results for Critical Teacher Shortage Data
-36.59%	-12.30%
No Bonus Awarded	

Evaluation Data



Evaluation Data – 2008-09 Completers

Statewide (All Teachers in Florida)											
	Total # Evaluated	Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory	
	# Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated
Statewide	160,386	36,240	22.6%	119,627	74.6%	3,364	2.1%	841	0.5%	314	0.2%
2008-2009 Completers											
State Approved Programs	5,991	1306	21.8%	4482	74.8%	132	2.2%	57	1.0%	14	0.2%
ITPs	3,193	646	20.2%	2430	76.1%	63	2.0%	49	1.5%	5	0.2%
EPIs	882	233	26.4%	631	71.5%	12	1.4%	4	0.5%	2	0.2%
DACPs	1,229	247	20.1%	930	75.7%	44	3.6%	2	0.2%	6	0.5%
Ed Leadership	677	178	26.3%	484	71.5%	13	1.9%	1	0.1%	1	0.1%
PTOs	10	2	20.0%	7	70.0%	0	0.0%	1	10.0%	0	0.0%
ITP Breakout											
SUS	2,477	504	78.0%	1895	78.0%	44	69.8%	31	63.3%	3	60.0%
SC	161	22	3.4%	120	4.9%	10	15.9%	9	18.4%	0	0.0%
Private	555	120	18.6%	415	17.1%	9	14.3%	9	18.4%	2	40.0%

Evaluation Data – 2009-10 Completers

Statewide (All Teachers in Florida)													
	Total # Evaluated			Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory	
	# Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated
Statewide	160,386	36,240	22.6%	119,627	74.6%	3,364	2.1%	841	0.5%	314	0.2%		
2009-2010 Completers													
State Approved Programs	5,333	1102	20.7%	4088	76.7%	66	1.2%	73	1.4%	4	0.1%		
ITPs	3,024	605	20.0%	2337	77.3%	20	0.7%	60	2.0%	2	0.1%		
EPIs	816	176	21.6%	619	75.9%	13	1.6%	7	0.9%	1	0.1%		
DACPs	943	181	19.2%	730	77.4%	26	2.8%	5	0.5%	1	0.1%		
Ed Leadership	527	138	26.2%	382	72.5%	7	1.3%	0	0.0%	0	0.0%		
PTOs	23	2	8.7%	20	87.0%	0	0.0%	1	4.3%	0	0.0%		
ITP Breakout													
SUS	2,442	504	83.3%	1886	80.7%	12	60.0%	38	63.3%	2	100.0%		
SC	205	25	4.1%	163	7.0%	4	20.0%	13	21.7%	0	0.0%		
Private	377	76	12.6%	288	12.3%	4	20.0%	9	15.0%	0	0.0%		

Evaluation Data – 2010-11 Completers

Statewide (All Teachers in Florida)											
	Total # Evaluated	Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory	
	# Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated
Statewide	160,386	36,240	22.6%	119,627	74.6%	3,364	2.1%	841	0.5%	314	0.2%
2010-2011 Completers											
State Approved Programs	4,957	875	17.7%	3886	78.4%	59	1.2%	119	2.4%	18	0.4%
ITPs	3,092	477	15.4%	2487	80.4%	24	0.8%	92	3.0%	12	0.4%
EPIs	728	131	18.0%	559	76.8%	17	2.3%	16	2.2%	5	0.7%
DACPs	528	90	17.0%	412	78.0%	15	2.8%	10	1.9%	1	0.2%
Ed Leadership	590	175	29.7%	411	69.7%	3	0.5%	1	0.2%	0	0.0%
PTOs	19	2	10.5%	17	89.5%	0	0.0%	0	0.0%	0	0.0%
ITP Breakout											
SUS	2,271	352	73.8%	1842	74.1%	15	62.5%	57	62.0%	5	41.7%
SC	257	24	5.0%	204	8.2%	2	8.3%	23	25.0%	4	33.3%
Private	564	101	21.2%	441	17.7%	7	29.2%	12	13.0%	3	25.0%

Evaluation Data – 3 years Completer Aggregate

Statewide (All Teachers in Florida)											
	Total # Evaluated	Highly Effective		Effective		Needs Improvement		3 Years - Developing		Unsatisfactory	
	# Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated	# Evaluated	% of those Evaluated
Statewide	160,386	36,240	22.6%	119,627	74.6%	3,364	2.1%	841	0.5%	314	0.2%
2008-2009, 2009-2010, 2010-2011 Completers (Aggregate)											
State Approved Programs	16,281	3,283	20.2%	12,456	76.5%	257	1.6%	249	1.5%	36	0.2%
ITPs	9,309	1,728	18.6%	7,254	77.9%	107	1.1%	201	2.2%	19	0.2%
EPIs	2,426	540	22.3%	1,809	74.6%	42	1.7%	27	1.1%	8	0.3%
DACPs	2,700	518	19.2%	2,072	76.7%	85	3.1%	17	0.6%	8	0.3%
Ed Leadership	1,794	491	27.4%	1,277	71.2%	23	1.3%	2	0.1%	1	0.1%
PTOs	52	6	11.5%	44	84.6%	0	0.0%	2	3.8%	0	0.0%
ITP Breakout											
SUS	7,190	1,360	78.7%	5,623	77.5%	71	66.4%	126	62.7%	10	52.6%
SC	623	71	4.1%	487	6.7%	16	15.0%	45	22.4%	4	21.1%
Private	1,496	297	17.2%	1,144	15.8%	20	18.7%	30	14.9%	5	26.3%

Next Steps

- **June-** Program data released via sample performance report for purposes of feedback on the report
- **July/August-** Consider recommendations for continued approval standards for teacher preparation

- **Summer/Fall**

Rule revision workshops (6A-5.066, F.A.C.)

(Public input process for finalizing the standards)