



Florida Association of
Professors of Educational Leadership

MEMORANDUM

TO: TEACHER AND LEADER PREPARATION IMPLEMENTATION
COMMITTEE (TLPIC)

FROM: FLORIDA ASSOCIATION OF PROFESSORS OF EDUCATIONAL
LEADERSHIP (FAPEL) BOARD

SUBJECT: EDUCATIONAL LEADERSHIP ACCOUNTABILITY WHITE PAPER

DATE: JANUARY 10, 2013

The purpose of FAPEL is to promote the improvement of the education and training of educational leaders in the state of Florida through teaching, research, and service.

I. Introduction

Florida DOE has requested FAPEL input to the RTTT Teacher and Leader Preparation Implementation Committee (TLPIC) as they begin drafting recommendations for an accountability model for school leadership preparation programs.

The TLPIC is charged by Florida Department of Education (FDOE) “to provide input, feedback and recommendations to the state on the development and implementation of performance standards and targets for continued approval of state-approved school leadership preparation programs.”

II. Background

Chapter 6A-5.081 establishes FDOE’s authority to approve school leadership preparation programs, and establishes two levels of programs 1) Level 1 Certification programs lead to initial certification in Educational Leadership which makes completers eligible for administrative positions in school districts. 2) Level 2 builds upon Level 1 preparation and leads to School Principal Certification.

Twenty-eight institutions in Florida have state-approved Level 1 Certification programs, 24 of which currently graduate students. In 2010-2011, 12 public universities graduated 360 Beginning Effective School Administrator Candidates (BESAC), 11 private universities graduated 450 BESACs and Duval County Public School District graduated 20 BESACs.

Currently, there are three Level 1 Certification program approval standards:

1. Core curriculum content
2. Assessment of candidate performance on core curriculum content
3. Analysis of data to determine continuous program improvement.

The focus of this White Paper is Standard 3
Analysis of data to determine continuous program improvement.

Currently the following data is used for continuous program improvement:

- Admission, enrollment and completion data
- Candidate performance data on required competencies
- Pass rate on FELE
- Employer satisfaction with BESAC serving in a school-based leadership position in the first year of employment after program completion
- Rehire rates of program completers
- Completer satisfaction with level of preparedness
- Stakeholder input
- BESAC feedback on quality of field experience and supervision
- Data based on BESACs requiring remediation to master coursework and/or field experiences
- Results of assistance to completers who need remediation during their first two years in an educational position
- Program meets state and district needs
- Faculty PK-12 professional development, including activities or research within P K-12 schools in curriculum area(s) they teach

State currently collects Completer, Employment & FELE data.

Issues

- A. School administrators' titles are coded differently by school districts causing variations.
Principal, assistant principal, dean, curriculum coordinator, community education coordinator, and any of the above as "interim" are counted as a school-based leadership position, but some may be instructional, non-administrator positions (dean, curriculum coordinator, etc.). Personnel classifications are instructional/non-administrative or administrative or classified. BESACs students fall in to the instructional/non-administrative and may remain there as teacher leaders either in schools or at the school district levels. It takes time to become an administrator (AP, etc.)
- B. Length of time between program graduation and administrative appointments.
No control over intervening variables, such as Level 2 Certification programs, and professional development
- C. Separating administrative appointment from teacher leader positions. The majority of BESACs enter into teacher leader positions, not administrative positions. This is by choice in some cases and due to the financial and marketing tactics within school districts to maintain low administrator to teacher ratios.

Recommended Output Data

- A. **Florida Educational Leadership Exam (FELE)** - a standardized test of content knowledge creates a standard measure of BESACs across all Florida approved leadership programs. FELE as a measure of program effectiveness is therefore not influenced by intervening variables in the school setting impacting an accurate measurement of preparation program effects.
- B. **VAM teacher scores- VAM** is a constant score that can be used to compare program completers while they are in instructional/non-administrative positions as well as when they receive administrative appointments. Our programs address research-based instruction and expectations and therefore, improvement in VAM scores while a teacher is a reasonable expectation and measure.
- C. **Program Metrics**--Institutional collection of data points reported to DOE:
 - a. Completion rates
 - b. Placement rates & continuous employment in an administrative position and/or teacher leadership position
 - c. Employer/supervisor surveys
 - d. Program Completer surveys

When aligned with the standards used to approve programs, certification data and employment data provide valuable information on the effectiveness of programs in meeting the needs of BESACs and PK-12 schools.

Appendix

Resources

Georgia Preparation Program Effectiveness Measures Framework: Taskforce recommendations <http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/PPEM%20Document%20-%20Final%20Draft.pdf>

McCaffrey, D. F. (2012). Do Value-Added Methods Level the Playing Field for Teachers? Carnegie Knowledge Network. <http://www.carnegiefoundation.org/atil>

