
Teacher and Leader Preparation Implementation Committee

September 12, 2012



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

TLPIC Recommendations will be made in Phases

- Phase 1 for State Board/Legislative Agenda – September 2012
- Phase 2 for Rule Revision – After legislative session (May –June 2013)
- Phase 3 for Program Approval Process – Summer-Fall 2013



TLPIC Goal

- Approve recommended language for Performance Metrics, Admission Requirements, Field Experiences, and Uniform Core Curriculum.



Discussion topics

- Performance Metrics
- Admission Requirements
- Field Experiences
- Uniform Core Curriculum
- Subcommittee Recommendations



Performance Metrics

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

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.



Performance Metrics

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

Teacher Evaluation Data – no data available yet



Performance Metrics

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

Critical Teacher Shortage – bonus

Consider the increase or decrease in the production of teachers in critical shortage areas from one year to the next.





Preparing Teachers for Today's Classroom

What do first year teachers need to know and be able to teach?



Guiding Questions

- What do state-approved teacher preparation programs need to ensure individuals know and are able to do prior to completing the program?
- Will the changes recommended ensure that candidates demonstrate an impact on student learning before they finish a program?
- What is important for today's teacher?



Program Admission Requirements

- ITP minimum admission requirements – 1004.04, F.S.
 - Have earned a 2.5 GPA on a 4.0 scale
 - Mastery of General Knowledge by passing the Florida General Knowledge Test or other acceptable General Knowledge test (CLAST prior to July 1, 2002)
 - Programs may waive these requirements for up to 10% of admitted students
- EPI minimum admission requirements – 1004.85, F.S.
 - Have earned a 2.5 GPA on a 4.0 scale
 - Hold a bachelor's or higher non-education degree from an accredited college or university
- DACP minimum admission requirements – 1012.56, F.S.
 - Hold a bachelor's or higher non-education degree, with a GPA of 2.5 on a 4.0 scale from an accredited college or university
 - Hold a Temporary Certificate
 - Be the teacher of record in a Florida public school district



Admissions Requirements: TLPIC Recommendations

- Voted to remove GK requirement for graduate program admission and to allow BA degree from accredited institution to satisfy requirements for admission



Field Experience Requirements

All candidates must be provided sufficient field experience to demonstrate all required competencies in the K-12 setting.

■ ITP

- Program must provide field experiences in K-12 classroom settings...throughout the program, including a culminating experience of no less than 10 weeks in duration.
- Field experience sites must represent the full spectrum of school communities, including, but not limited to, schools located in urban settings.

■ EPI

- Each program participant must participate in field experience that is appropriate to his or her educational plan.

■ DACP

- Teacher of record throughout program.



Field Experience: TLPIC Recommendations

**In light of the realities of today's classrooms,
are changes recommended for field
experiences?**

- Some expressed the desire to recommend a minimum number of hours for EPIs. –
Consider submitted feedback



Hope street recommendations for EPI

- 5 weeks of classroom teaching combined with intense professional development (TFA Model)
- At least 200 hours to allow the future teacher to plan, practice, receive feedback and practice some more. Require full responsibility for all instructional duties for no less than two weeks.
- Setting a minimum number of hours may not be the best way to allow candidates to participate in meaningful, comprehensive field experiences to meet the program standards.



Field Experience: TLPIC Recommendations

- Is there a need for more specificity regarding the minimum amount of field experience prior to the culminating experience for ITPs?
- What should this field experience look like?



Field Experience Requirements – Faculty Qualifications

■ ITP

- Program faculty meet state-mandated requirements for supervision of field/clinical experiences.
- Must have one of the following: clinical supervision training, valid professional teaching certificate, or at least 3-years successful PK-12 teaching experience.

■ EPI

- Program faculty are qualified to teach their assigned courses.
- Minimum of master's degree in education or related field and documented teaching experience.

■ DACP

- No requirements in statute or rule.



Field Experience Requirements – School District Personnel

■ ITP and EPI

- ❑ School district personnel meet state-mandated requirements for supervision of field/clinical experiences.
- ❑ Requirements:
 - Evidence of “clinical educator” training ;
 - Must successfully demonstrate effective classroom management strategies that consistently result in improved student performance.

■ DACP

- ❑ Programs must include experienced peer mentors.



Other elements of Uniform Core Curriculum – areas TLPIC elected to keep

- a. Higher level mathematic concepts instruction for K-12 students* for Elementary Education (grades K-6), Exceptional Student Education (grades K-12), PreK/Primary Education (age 3-grade 3), Mathematics (grades 6 -12), Middle Grades Mathematics (grades 5- 9), Middle Grades Integrated Curriculum (grades 5-9) only. **Committee eventually wants a. in SACS.**
- e. Information on the state system of school improvement and accountability
- j. Educational law



Other elements already covered in FEAPs

- c. Technology appropriate for the grade
- d. Reading, interpretation and use of data for student achievement
- f. Teaching strategies to meet the needs of diverse student populations
- g. Classroom management
- h. School Safety
- i. Professional ethics
- k. Write and speak in a logical and understandable style with appropriate grammar



Covered by Reading Competency 2

- I. Recognize signs of students' difficulty with the reading and computational performance



Proposed changes to other elements of UCC

- m.- TLPIC voted to remove Foundations of History and Education as separate component of UCC but want to ensure it is included in the Intro course.

Note: This requirement is not in statute or rule, it is a PEC that will be removed as of January 1, 2013. The Foundations of History and Education course will remain for all teacher preparation programs as a prerequisite course.



Proposed changes to other elements of UCC

- b. Math computational skills acquisition and measures to improve P- 12 computational performance

Add “understanding the process of....” For some programs Elem Ed, PK ESE

- ESE competencies and skills

Add ESE -Using data to identify and support the behavioral and academic needs of students (MTSS)



Subcommittee Members

- Gloria Artecona-Pelaez
- Ana Blaine
- Debbie Cooke
- Erin Harrel
- Mark Howse
- Adriana McEachern
- Vivian Posey
- Lance Tomei



Subcommittee-Uniform Core Curriculum

Whenever feasible, Uniform Core Curriculum items currently listed as separately itemized UCC elements (items 1.1.F.a through 1.1.F.m) should be reflected in the applicable state standards (FEAPs/PECs for items common to all programs and SACS for items specific to individual certification areas) rather than listed as “add-on” curricular mandates.

Should new requirements be added by statute or rule, such additions will be relocated into the applicable standards at the earliest opportunity. Policies and processes should be in place to ensure that this is done in a timely manner.



Standard 1.1.D (Knowledge and understanding of Next Generation Sunshine State Standards)

This standard should be reworded to read, “**Knowledge and understanding of the state’s applicable P-12 standards and other applicable P-12 curricular mandates.**”

This specific recommendation is designed to 1) ensure that teacher candidates are well prepared to keep abreast of P-12 curricular requirements, whether emanating from changing P-12 standards or from other mandates including interdisciplinary requirements, and 2) ensure that this standard remains applicable through the conversion to common core standards and any future standards revisions.



Next Steps

- Face-to-face in Lake County to make final recommendations on performance targets for continued approval of teacher prep programs.
- Begin work on School Principal Preparation Programs

