
Teacher Leader Preparation Implementation Committee

May 9, 2012



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



Accountability System Framework



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



Metrics to Include in the Accountability System

- Placement Rate Data
- Retention Data
- Employer Satisfaction Data*
- Value-Added Model Data
- Teacher Evaluation System Data
- Bonus Areas:
 - Critical Teacher Shortage Area Data
 - Student Performance by Subgroups Data



Possible Structure for the Accountability System

- Each Data Element has an independent scale (1-4) and an independent weight.
- A program's rating is calculated similar to a weighted GPA.
- Bonus areas have one cut point. A program meets the criteria to receive a bonus or does not meet the criteria to receive a bonus.
 - If a program meets a bonus criteria, the program receives an additional 0.25 of a point added to its total score.



Possible Structure for the Accountability System

- A program's continued approval status is determined at the time of the site visit.
- Each year during the program's continued approval cycle, it receives a score based upon the data elements in the accountability system.
- The annual scores earned during a program's continued approval period are aggregated at the time of the site visit and contribute to the program's new continued approval status.





Possible Structure for the Accountability System

- Programs scoring 4.0 or above are at Level 4
 - Programs scoring 3.0 to 3.9 are at Level 3
 - Programs scoring 2.0 to 2.9 are at Level 2
 - Programs scoring below 2.0 are at Level 1
- **Committee may wish to discuss how to characterize Level 4.**



Possible Structure for the Accountability System

- Programs scoring 3.8 or above are at Level 4
- Programs scoring 2.7 to 3.7 are at Level 3
- Programs scoring 1.6 to 2.6 are at Level 2
- Programs scoring below 1.5 are at Level 1



Weighting Options

- Option 1: Results of the online survey completed by Committee members
 - Placement Rate - 13%
 - Retention Rate - 18%
 - Employer Satisfaction Data - 23%
 - Value-Added Model Data - 23%
 - Teacher Evaluation Data - 23%

- Option 2: Removes Employer Satisfaction Data
 - Placement Rate - 15%
 - Retention Rate - 25%
 - Value-Added Model Data - 30%
 - Teacher Evaluation Data - 30%



Weighting Options

- Option 3: Equal weight applied to each element
 - Placement Rate - 25%
 - Retention Rate - 25%
 - Value-Added Model Data - 25%
 - Teacher Evaluation Data - 25%



Review of Requested Metrics



**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 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.



Rule of 10

- Data are provided for each metric only for programs that meet the Rule of 10.
- Programs that do not have sufficient completers to figure any of the recommended data elements:
 - 220 (43%) of the 513 approved Initial Teacher Preparation Programs (ITPs)
 - 2 (6%) of the 33 approved Educator Preparation Institutes (EPIs)
 - 35 (52%) of the 67 District Alternative Certification Programs (DACPs)



Placement Data

- Metric Requested:
 - 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.

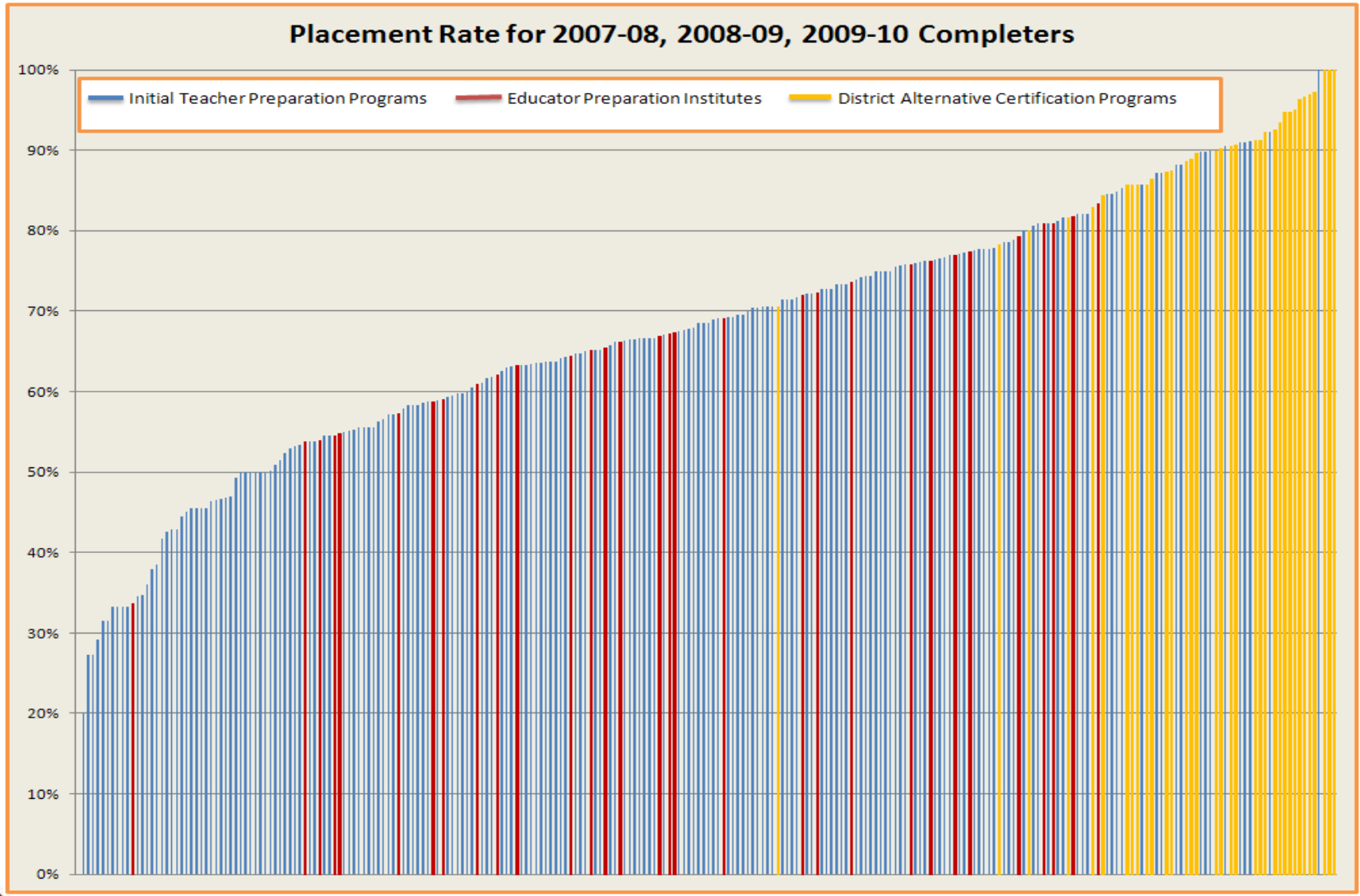


Placement Data

- Options to Consider:
 - Should ITPs, EPIs, and DACPs all be on the same scale?
 - What is the recommended scale(s) for Placement Data?



Placement Data



Placement Data

	Low	High	Median
Initial Teacher Preparation Programs	0%	100%	65.22%
Educator Preparation Institutes	33.68%	83.33%	66.13%
District Alternative Certification Programs	70.60%	100%	90.10%



Placement Data

- **60%** of those trained take teaching jobs.

NGA Center for Best Practices. (2000). Teacher supply and demand: Is there a shortage? Issue Brief.

- In Tennessee, about **60%** of graduates from traditional and alternative routes teach in public schools in the state in their first eligible year.

Tennessee Higher Education Commission. (2011). Report card on the effectiveness of teacher training programs.

- In Florida, data show **69.71%** of completers are placed in an instructional position in a Florida public school district within two years of completing their program.



Placement Data

- Scale Option 1: National average (60%) is the floor of Level 2/Conditional Approval

	Level 4 100-90%	Level 3 89-75%	Level 2 74-60%	Level 1 59% and below
ITP	7 (3%)	53 (24%)	80 (36%)	84 (37%)
EPI	0 (0%)	9 (29%)	14 (45%)	8 (26%)
DACP	19 (54%)	15 (43%)	1 (3%)	0 (0%)

- Scale Option 2: National average (60%) is the floor of Level 3/Full Approval

	Level 4 100-85%	Level 3 84-60%	Level 2 59-45%	Level 1 44% and below
ITP	15 (7%)	125 (56%)	61 (27%)	23 (10%)
EPI	0 (0%)	23 (74%)	7 (23%)	1 (3%)
DACP	29 (83%)	6 (17%)	0 (0%)	0 (0%)



Placement Data

- Scale Option 3: Separate scale for DACPs with floor of Level 2/Conditional Approval 15% above the national average (60%)

	Level 4 100-95%	Level 3 94-85%	Level 2 84-75%	Level 1 74% and below
DACPs	8 (23%)	21 (60%)	5 (14%)	1 (3%)



Retention Data

- Metric(s) Requested:
 - 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.
 - Include the percentage of completers employed in an instructional position in a Florida public school district at the third year and fifth year mark after program completion.



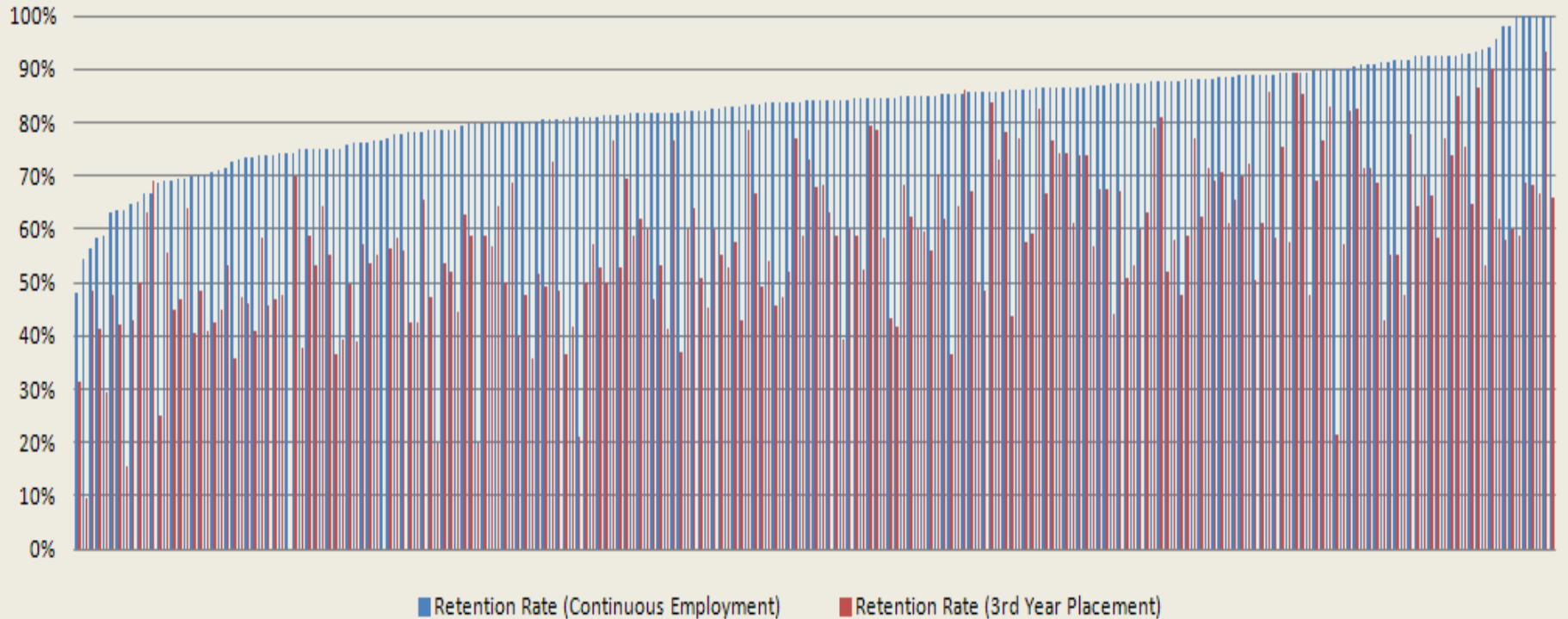
Retention Data

- Options to Consider:
 - Which Retention metric should be used?
 - Should ITPs, EPIs, and DACPs all be on the same scale?
 - What is the recommended scale(s) for Retention Data?
 - What should be done with programs who do not meet the Rule of 10?



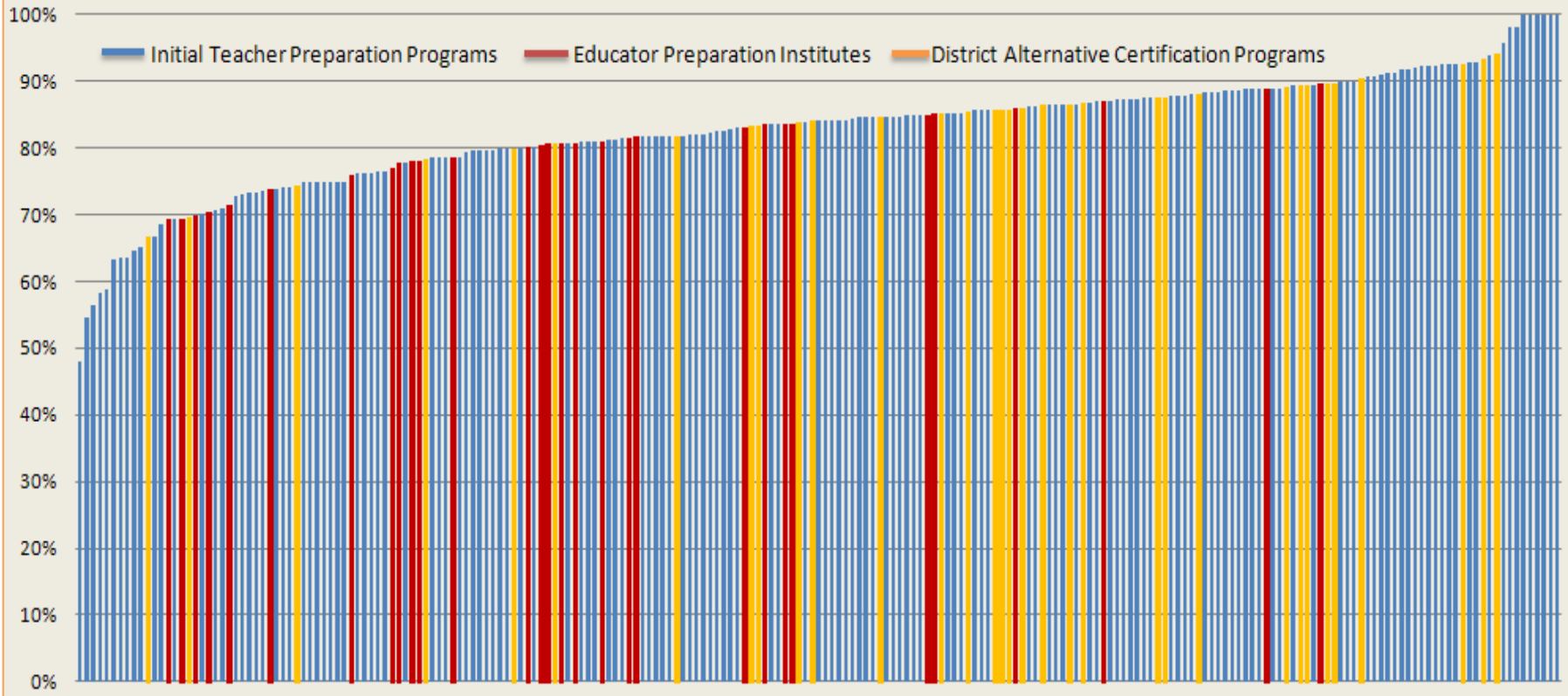
Retention Data

Three Year Retention Rate for 2006-07, 2007-08, and 2008-09 Completers



Retention Data

Three Year Retention Rate (Continuously Employed)

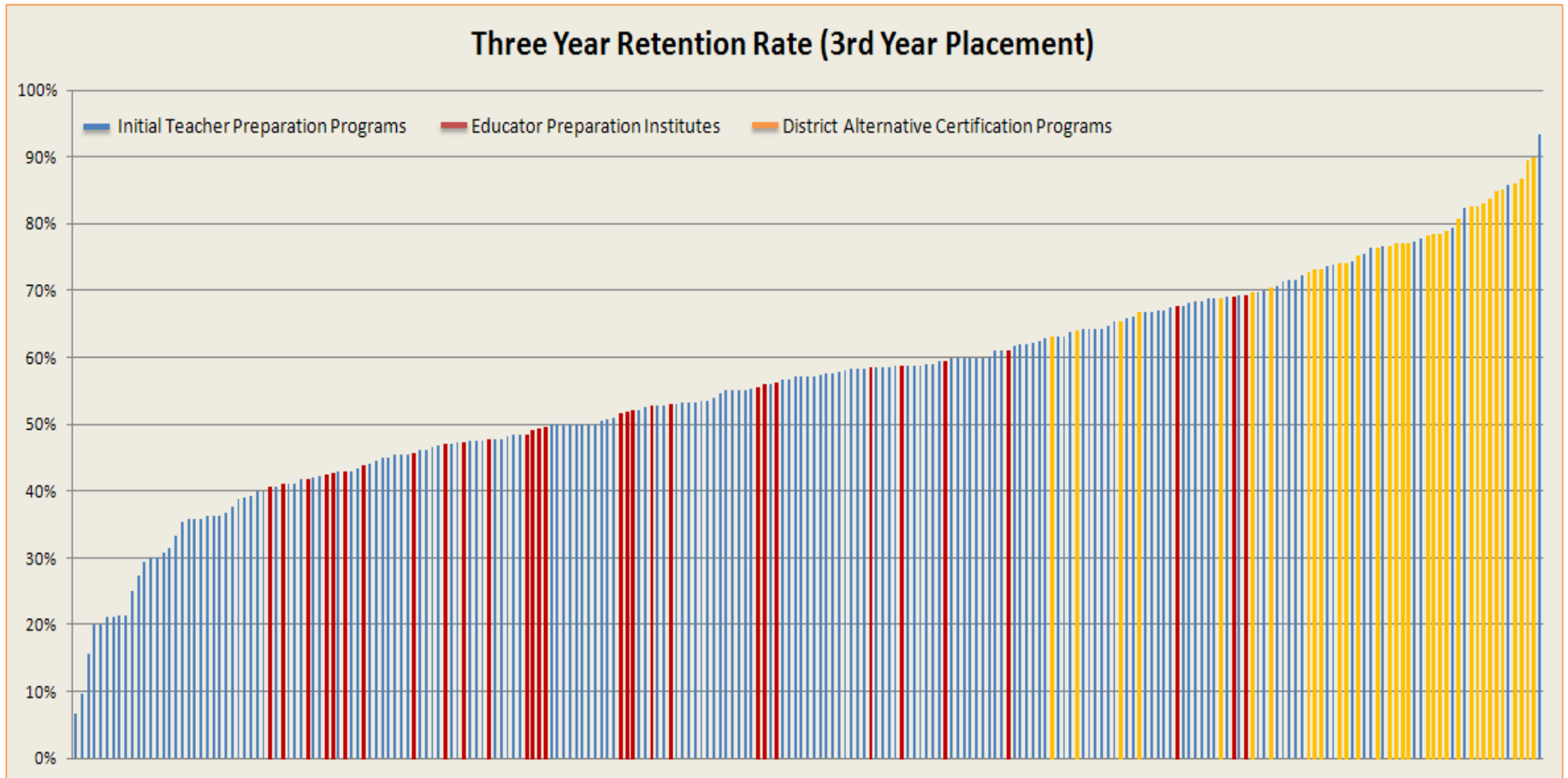


Retention Data

		Low	High	Median
Initial Teacher Preparation Programs	Continuously Employed	48.00%	100%	84.21%
Educator Preparation Institutes	Continuously Employed	69.23%	89.62%	80.56%
District Alternative Certification Programs	Continuously Employed	66.67%	94.12%	85.71%



Retention Data



Retention Data

		Low	High	Median
Initial Teacher Preparation Programs	3 rd Year Placement	6.67%	93.33%	55.00%
Educator Preparation Institutes	3 rd Year Placement	40.63%	69.33%	49.65%
District Alternative Certification Programs	3 rd Year Placement	63.16%	90.00%	77.14%



Retention Data

- Nationally, almost **half** of new teachers leave the profession within their first five years of teaching.

National Commission on Teaching and America's Future. (2003). No dream denied: A pledge to America's children.

- In Tennessee, about **60%** continue teaching for three of four years and about **50%** teach for three consecutive years.

Tennessee Higher Education Commission. (2011). Report card on the effectiveness of teacher training programs.

- In Florida, data show **82%** of completers who are placed in instructional positions teach for three consecutive years.



Retention Data

- Continuously Employed Scale Option 1: National average (50%) is the floor of Level 2/Conditional Approval

	Level 4 100-90%	Level 3 89-75%	Level 2 74-50%	Level 1 49% and below
ITP	29 (19%)	105 (67%)	21 (13%)	1 (>1%)
EPI	0 (0%)	24 (80%)	6 (20%)	0 (0%)
DACP	4 (12%)	27 (82%)	2 (6%)	0 (0%)

- Continuously Employed Scale Option 2: National average (50%) is the floor of Level 3/Full Approval

	Level 4 100-85%	Level 3 84-50%	Level 2 49-30%	Level 1 29% and below
ITP	68 (44%)	87 (56%)	1 (>1%)	0 (0%)
EPI	6 (20%)	24 (80%)	0 (0%)	0 (0%)
DACP	21(64%)	12 (36%)	0 (0%)	0 (0%)



Retention Data

- 3rd Year Placement Scale Option 1: National average (50%) is the floor of Level 2/Conditional Approval

	Level 4 100-90%	Level 3 89-75%	Level 2 74-50%	Level 1 49% and below
ITP	1 (>1%)	8 (5%)	102 (59%)	61 (35%)
EPI	0 (0%)	0 (0%)	15 (50%)	15 (50%)
DACP	1 (3%)	20 (61%)	12 (36%)	0 (0%)

- 3rd Year Placement Scale Option 2: National average (50%) is the floor of Level 3/Full Approval

	Level 4 100-85%	Level 3 84-50%	Level 2 49-30%	Level 1 29% and below
ITP	2 (1%)	109 (63%)	49 (28%)	12 (7%)
EPI	0 (0%)	15 (50%)	15 (50%)	0 (0%)
DACP	5 (15%)	28 (85%)	0 (0%)	0 (0%)



Retention Data

- Rule of 10 – Continuously Employed Retention Data
 - 4 institutions do not meet Rule of 10
 - 1 EPI does not meet Rule of 10
 - 2 DACPs do not meet Rule of 10
 - 34 ITPs do not meet Rule of 10 (program level)
- Rule of 10 – 3rd Year Placement Retention Data
 - 2 institutions do not meet Rule of 10
 - 1 EPI does not meet Rule of 10
 - 2 DACPs do not meet Rule of 10
 - 18 ITPs do not meet Rule of 10 (program level)



Employer Satisfaction Data

- Metric Requested:
 - Include the percentage of completers that employers indicate meet their criteria to be rehired.

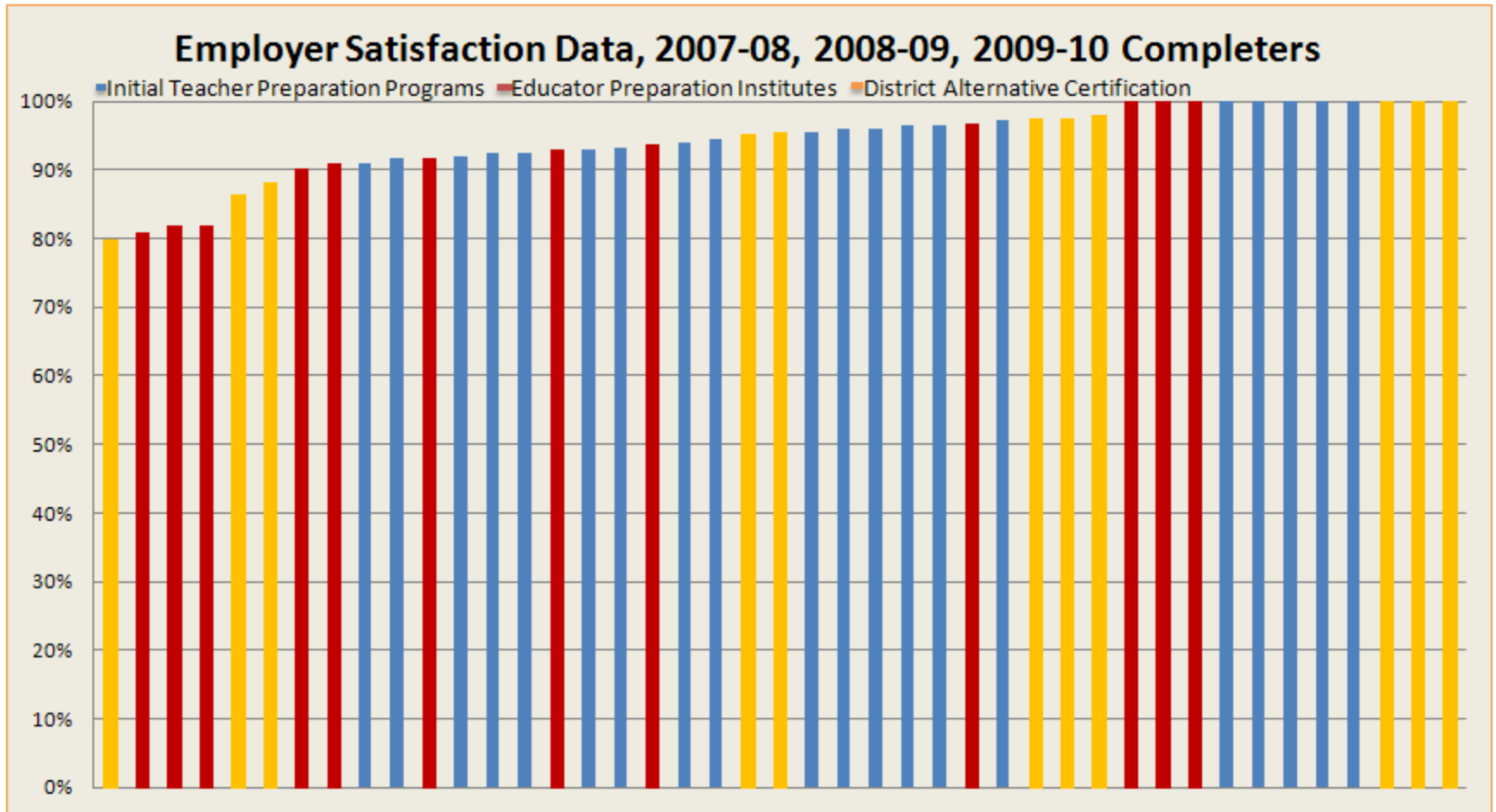


Employer Satisfaction Data

- Option to Consider:
 - Are there sufficient data showing differentiation between institutions/districts for this metric to be included in the Accountability System?



Employer Satisfaction Data



Employer Satisfaction Data

	Low	High	Median
Initial Teacher Preparation Programs	90.91%	100%	95.92%
Educator Preparation Institutes	81.00%	100%	92.86%
District Alternative Certification Programs	80.00%	100%	97.53%



Employer Satisfaction Data

- Response Rates
 - 2009-10: Survey responses assessed 1,157 of a possible 9,632 completers. **12.01%**
 - 2008-09: Survey responses assessed 894 of a possible 10,983 completers. **8.14%**
 - 2007-08: Survey responses assessed 1,616 of a possible 10,125 completers. **15.96%**
- The response rate to the question “Does this teacher meet your criteria for rehiring?” is even lower due to some principals who responded to the survey electing not to respond to this specific question.



Employer Satisfaction Data

- Rule of 10
 - 15 ITP Institutions do not meet rule of 10 (43%)
 - 19 EPIs do not meet rule of 10 (61%)
 - 24 DACPs do not meet rule of 10 (69%)
- 57% of programs could not receive a score for this data element.



Value-Added Model Data

- Metric Requested:
 - Average value-added model (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
 - Using the standard error of the VAM score in classification decisions



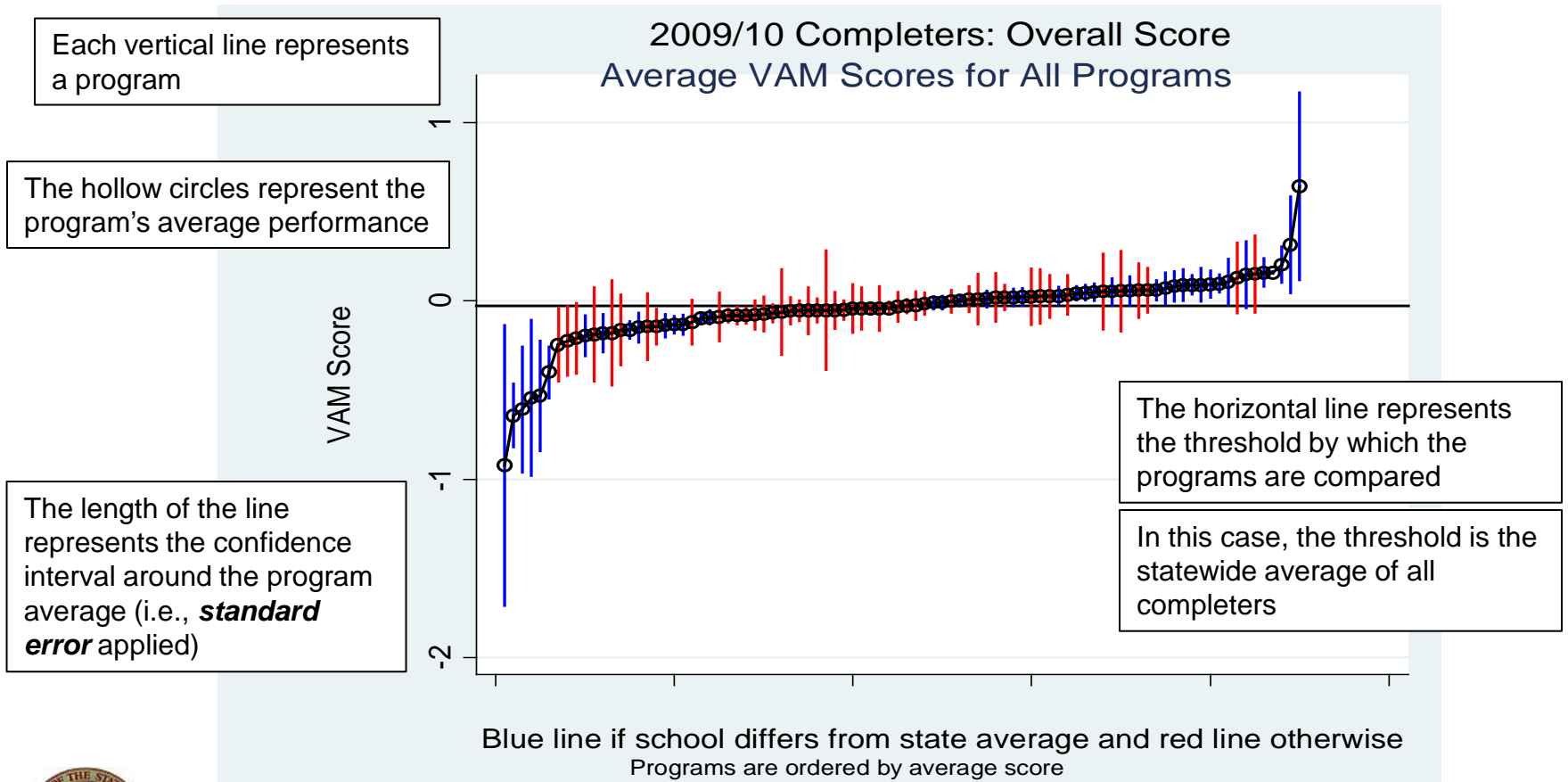
Value-Added Model Data

- Options to Consider:
 - What standard should be used to evaluate and classify programs based on VAM data?
 - What levels of standard error should be applied in determining performance categories?
 - What alternative measures can be used when programs do not have enough completers with VAM data?



Value-Added Model Data

Review – “Caterpillar” Chart



Value-Added Model Data: Standard Used for Evaluation

- The committee requested to investigate different thresholds (i.e., the horizontal line in the “caterpillar” chart) of comparison
- Different thresholds were identified and shared with the committee in January
- Committee expressed a desire to eventually use the performance of an “effective” teacher (based on all teachers statewide) as the standard
- At this time, the state has not yet determined a standard to define “effective” in terms of student growth on statewide assessments, as measured through the VAM



Value-Added Model Data: Standard Used for Evaluation

- In the absence of a statewide standard for “effective”, alternative standards can be explored for piloting purposes:
 - Statewide average of all completers
 - VAM score of -0.024
 - Statewide average of all teachers
 - VAM score of 0
 - Statewide average of experienced teachers with advanced degrees
 - VAM score of 0.026



Value-Added Model Data: The Use of Standard Error

- Remember, an estimate of a teacher's impact on student learning contains some variability
- The ***standard error*** is a statistical term that describes the variability
- Using the standard error can assist in increasing the accuracy of classification decisions
- Some degree of the standard error can be applied to the teacher's score to determine with some or a high degree of statistical certainty that a value-added score meets a certain performance threshold



Value-Added Model Data: The Use of Standard Error

- AIR recommended that Florida use at least a 68 percent confidence (i.e., one standard error) and preferably a 90 percent level of confidence in comparing performance.
- In determining the level of confidence, consideration must be given to the ability to distinguish performance (more likely when using lower levels of confidence) and the risk of misclassifying programs (less likely when using higher levels of confidence).

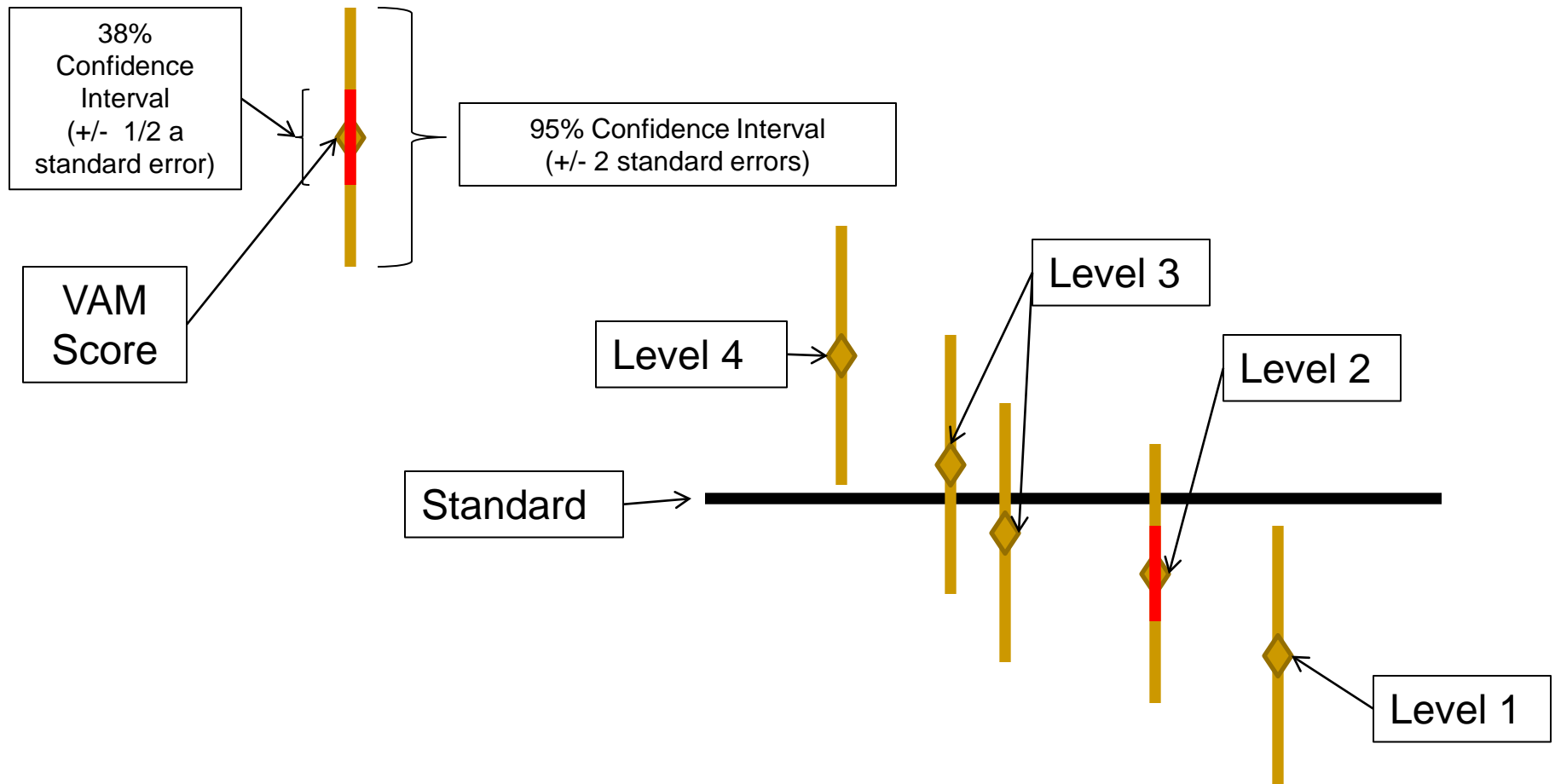


Value-Added Model Data: Classification Options

Category	Standard A – Avg. of Completers (-0.024)	Standard B – Avg. of all Teachers (0)	Standard C – Avg. of Experienced Teachers with Advanced Degrees (0.026)	Standard Error Applied
Level 4 (Highest)	Above	Above	Above	2 SE (95% confidence)
Level 3	Above/Below	Above/Below	Above/Below	None
Level 2	Below	Below	Below	½ SE (38% confidence)
Level 1 (Lowest)	Below	Below	Below	2 SE (95% confidence)



Value-Added Model Data: Classification Options – Visual Example



Value-Added Model Data: Classification Options Explained

- Level 4 represents that score falls above the standard for evaluation, with a high degree of confidence – 95%
- Level 2 represents that the score falls below the standard for evaluation, with some degree of statistical confidence – 38%
- Level 1 represents that the score falls below the standard for evaluation, with a high degree of statistical confidence – 95%
- If the 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, the score defaults to Level 3.



Value-Added Model Data: Impact Data Institution Level – Reading and Math Combined Across Three Years

- Standard A, Score of -0.024

	Level 4	Level 3	Level 2	Level 1
All	7	37	28	8
EPI	1	14	12	1
ITP	3	11	8	4
DACP	3	12	8	3

- Standard B, Score of 0

	Level 4	Level 3	Level 2	Level 1
All	4	30	32	14
EPI	1	12	12	3
ITP	2	5	13	6
DACP	1	13	7	5

41 institutions/districts with insufficient data



Value-Added Model Data: Impact Data Institution Level – Reading and Math Combined Across Three Years

- Standard C, Score of 0.026

	Level 4	Level 3	Level 2	Level 1
All	0	27	28	25
EPI	0	8	16	4
ITP	0	6	6	14
DACP	0	13	6	7

41 institutions/districts with insufficient data



Value-Added Model Data: Impact Data

Program Level – Reading and Math Separately

Only Trained In-Program/Teaching In-Field Considered for ITP

- Standard A, Score of -0.024, Reading

	Level 4	Level 3	Level 2	Level 1
All	3	41	34	8
EPI	0	15	12	0
ITP	2	13	19	6
DACP	1	13	3	2

- Standard A, Score of -0.024, Math

	Level 4	Level 3	Level 2	Level 1
All	4	40	23	7
EPI	1	16	7	1
ITP	0	15	12	4
DACP	3	9	4	2

94 programs with insufficient data in Reading; 102 programs with insufficient data in Math



Value-Added Model Data: Impact Data

Program Level – Reading and Math Separately

Only Trained In-Program/Teaching In-Field Considered for ITP

- Standard B, Score of 0, Reading

	Level 4	Level 3	Level 2	Level 1
All	2	33	31	20
EPI	0	11	15	1
ITP	1	12	11	16
DACP	1	10	5	3

- Standard B, Score of 0, Math

	Level 4	Level 3	Level 2	Level 1
All	1	32	32	9
EPI	1	13	10	1
ITP	0	9	17	5
DACP	0	10	5	3

94 programs with insufficient data in Reading; 102 programs with insufficient data in Math



Value-Added Model Data: Impact Data

Program Level – Reading and Math Separately

Only Trained In-Program/Teaching In-Field Considered for ITP

- Standard C, Score of 0.026, Reading

	Level 4	Level 3	Level 2	Level 1
All	1	25	31	29
EPI	0	6	15	6
ITP	1	11	9	19
DACP	0	8	7	4

- Standard C, Score of 0.026, Math

	Level 4	Level 3	Level 2	Level 1
All	0	25	30	19
EPI	0	11	13	1
ITP	0	6	11	14
DACP	0	8	6	4

94 programs with insufficient data in Reading; 102 programs with insufficient data in Math



Review of Bonus Metrics



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

Student Performance by Subgroup

- Bonus Metric Requested
 - Include the percentage of students taught by completers within each subgroup meeting or exceeding expectations (as measured by the VAM)
 - Include a comparison of subgroup performance to a standard
 - Percentage of subgroups that exceed that standard would determine whether a program is eligible for bonus points



Student Performance by Subgroup

- Options to Consider:
 - What standard should be used to evaluate subgroup performance?
 - What percentage of subgroups must meet that standard in order for a program to be eligible for bonus points?
 - Should focus only be given to certain subgroups or the 8 subgroups identified for federal school performance reporting?
 - Must a program have data in a minimum number of subgroups before being eligible for bonus point consideration?



Student Performance by Subgroup: Review

- In addition to the value-added score, the model also yields information on the number and percent of students that met their statistical performance expectations.
- Though these data do not provide information on how far students improved or declined, it does provide information on the quantity of students who met their expectations
- These data are used in analyzing the disaggregated performance of student subgroups



Student Subgroup Performance – Percent Meeting/Exceeding Expectations – All Completers Across Three Years of Performance Data (2007-08 to 2009-10)

Student Subgroup	Reading	Math
White	50	49
African American	45	46
Hispanic	51	49
Asian	54	55
Native American	47	52
Free/Reduced Lunch	47	48
Students with Disabilities	48	48
English Language Learners	48	50



Student Performance by Subgroup: Option for Bonus Calculation

- Compare student subgroup performance to the state average
- Determine the number of subgroups that exceed the state average for performance
- If at least 67% of student subgroups taught by program completers exceed the state average for performance, the program earns the bonus points
- To be considered, data must be available for at least 3 of the 8 subgroups – thus requiring a minimum of 2 subgroups exceeding expectations in order to earn a bonus



Student Subgroup Performance – Example of Bonus Calculation

Student Subgroup	Reading, State Average	Reading, Program Performance	Beat State Average?
White	50	52	YES
African American	45	48	YES
Hispanic	51	49	NO
Asian	54	N/A	---
Native American	47	N/A	---
Free/Reduced Lunch	47	49	YES
Students with Disabilities	48	49	YES
English Language Learners	48	43	NO

Success in 4 out of 6 subgroups (67%) = Bonus Awarded



Student Performance by Subgroup: Impact Data

■ Reading

- Of the 86 programs with sufficient data to receive a rating for value-added data, 24 would be eligible for bonus under this option.
 - 11 EPI programs; 8 ITP programs; and 5 DACP programs

■ Math

- Of the 74 programs with sufficient data to receive a rating for value-added data, 21 would be eligible for bonus under this option.
 - 7 EPI programs; 5 ITP programs; and 9 DACP programs



Critical Teacher Shortage Areas

- Bonus Metric Requested
 - Include the percentage of completers who become employed in a critical teacher shortage area instructional position in any Florida public school district their first or second year following program completion.
 - Include the percentage of candidates produced in critical teacher shortage areas (available only for ITPs at this time).



Critical Teacher Shortage Areas

- Options to Consider:
 - Which Critical Teacher Shortage Area metric should be used for ITPs?
 - Should the cut point to receive the bonus be the same for ITPs, EPIs, and DACPs?
 - What is the recommended cut point(s) for Critical Teacher Shortage Areas?



Critical Teacher Shortage Areas

- **Completer Outcomes Related to Critical Teacher Shortage Areas**
 - Section 1012.57, Florida Statutes, requires the State Board of Education annually identify critical teacher shortage areas
 - State Board of Education Rule 6A-20.0131(2) provides that a list of critical teacher shortage areas shall be prepared based on consideration of... the projected annual supply of graduates of state-approved Florida teacher education programs for each discipline

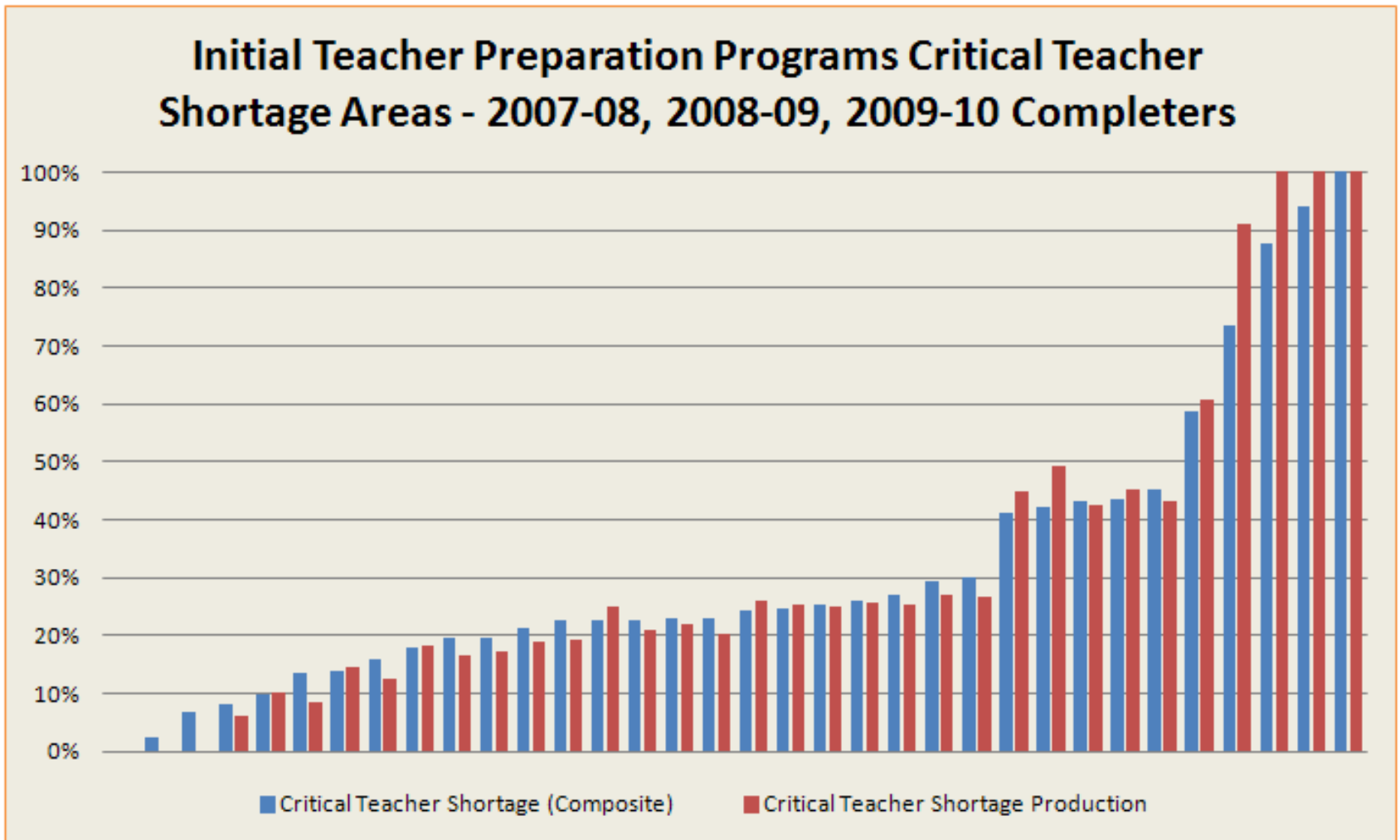


Critical Teacher Shortage Areas

- The following Critical Teacher Shortage Areas were approved by the Florida State Board of Education in February 2012
 - Science
 - World Languages
 - English/Language Arts
 - Reading
 - Exceptional Student Education
 - Mathematics
 - English to Speakers of Other Languages (ESOL)



Critical Teacher Shortage Areas

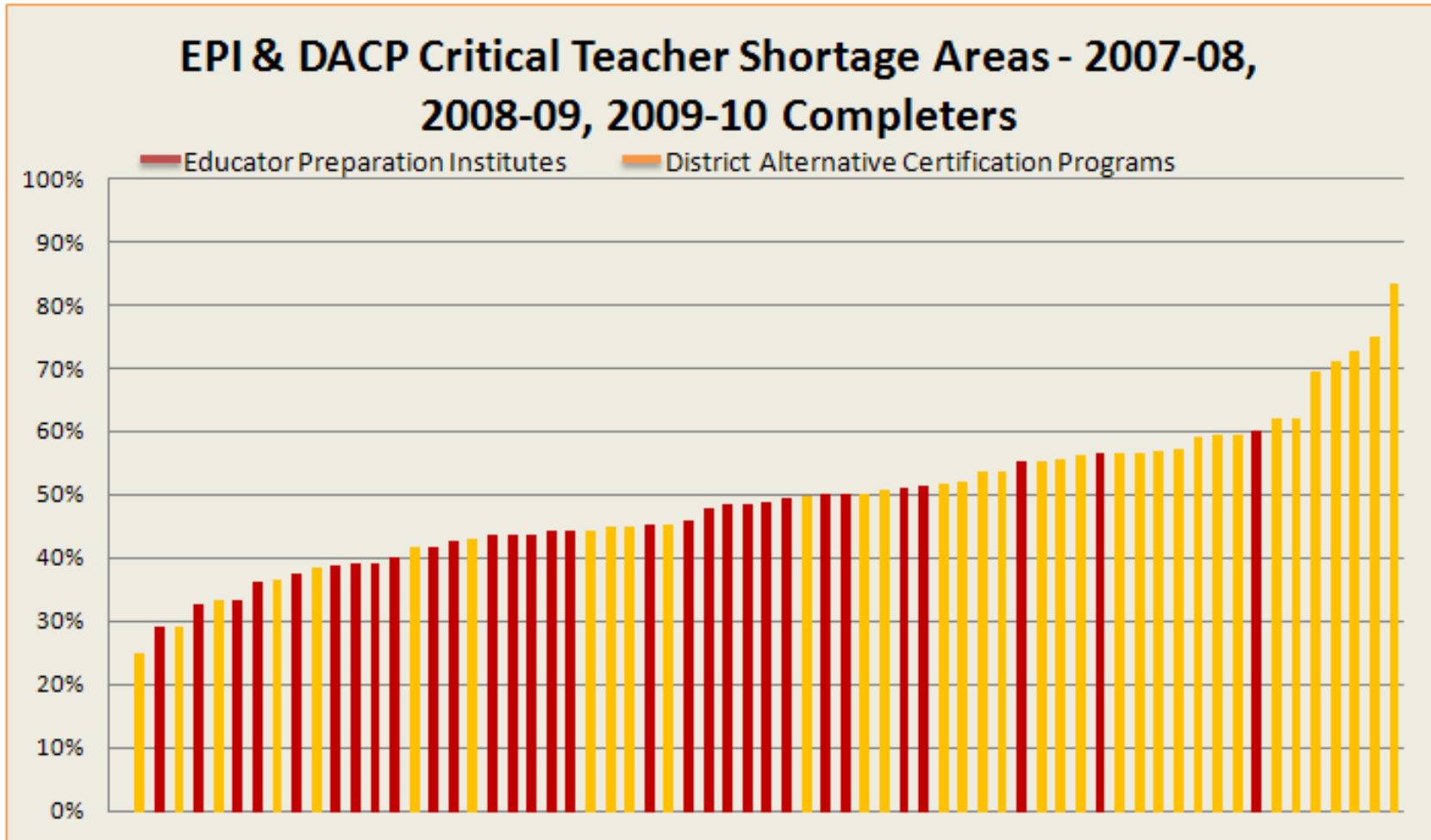


Critical Teacher Shortage Areas

- ITP Production = # of Completers in Critical Teacher Shortage Areas / Total # of Completers
- ITP Composite = # of Completers in Critical Teacher Shortage Areas + # of Completers Employed in Critical Teacher Shortage Areas / Total # of Completers + Total # of Completers Employed



Critical Teacher Shortage Areas



Critical Teacher Shortage Areas

	Low	High	Median
Initial Teacher Preparation Programs - Composite	0%	100%	22.84%
Initial Teacher Preparation Programs - Production	0%	100%	21.77%
Educator Preparation Institutes	0%	60.00%	44.16%
District Alternative Certification Programs	25.00%	83.30%	53.80%



Critical Teacher Shortage Areas

■ Institutions/Districts Receiving Bonus Option 1:

	100% - 50%	49% - 0%
ITP	5 (14%)	30 (86%)
EPI	7 (23%)	24 (77%)
DACP	23 (66%)	12 (34%)

■ Institutions/Districts Receiving Bonus Option 2:

	100% - 60%	59% - 0%
ITP	5 (14%)	30 (86%)
EPI	1 (3%)	30 (97%)
DACP	7 (20%)	28 (80%)



Committee Discussion

- Review decisions made/postponed
- Determine Weighting Option
- Name Level 4

