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# **Teacher and Leader Preparation Implementation Committee**

**May 10, 2012**



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

# Agenda

- Preparing Teachers for Today's Classroom
- Uniform Core Curriculum
- Field Experiences
- Admission Requirements
- Next Steps





# Preparing Teachers for Today's Classroom

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



# Preparing Teachers for Today's Classroom

- Common Core State Standards
  - Teachers need to be able to build in-depth content knowledge.
  - K-12 Teachers of Mathematics need to shift their focus from procedures and algorithms to understanding of how and why procedures and algorithms work.
  - K-12 Teachers of English/Language Arts (and Science & Social Studies) need to focus on complex text, close reading and text-based questions.



# Florida's Common Core State Standards Implementation Timeline

Year/Grade Level	K	1	2	3-8	9-12
2011-2012	FL	L	L	L	L
2012-2013	F L	F L	L	L	L
2013-2014 CCSS fully implemented	F L	F L	F L	B L	B L
2014-2015 CCSS fully implemented and assessed	F L	F L	F L	F L	F L

**F** - full implementation of CCSS for all content areas

**L** – begin full implementation of content area literacy standards including: (1) use of informational text, text complexity, quality and range in all grades (K-12), and (2) CCSS Literacy Standards in History/Social Studies, Science, and Technical Subjects (6-12)

**B** - blended instruction of CCSS with Next Generation Sunshine State Standards (NGSSS); last year of NGSSS assessed on FCAT 2.0



# Preparing Teachers for Today's Classroom

- Partnership for Assessment of Readiness for College and Careers (PARCC)
  - Development of Assessments aligned to Common Core State Standards
  - Assessment System developed to identify if students are on track for postsecondary success
  - Teachers will need to know how to use assessment data to identify where gaps exist and how they can be addressed



# Preparing Teachers for Today's Classroom

## ■ College and Career Readiness

- ❑ Too many Florida students who graduate from high school need remediation prior to being able to enroll in introductory college credit-bearing courses.
- ❑ 54% of all Florida high school graduates take at least one remediation college course in math or English.



# Preparing Teachers for Today's Classroom

- Technology and Digital Learning
  - ❑ Teachers need to integrate technology into curricula and instruction to support student learning.
  - ❑ Teachers need to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.
  - ❑ Teachers need to know how to provide effective instruction in virtual and online environments.





# Preparing Teachers for Today's Classroom

- Inclusion of Growing Numbers of English Language Learners and Students with Disabilities



# Preparing Teachers for Today's Classroom

- Providing Multi-Tiered System of Supports (MTSS) to effectively deliver support services resources for students' academic and behavior needs
- Three tiers describe the level and intensity of the instruction/interventions provided across the continuum



# Preparing Teachers for Today's Classroom

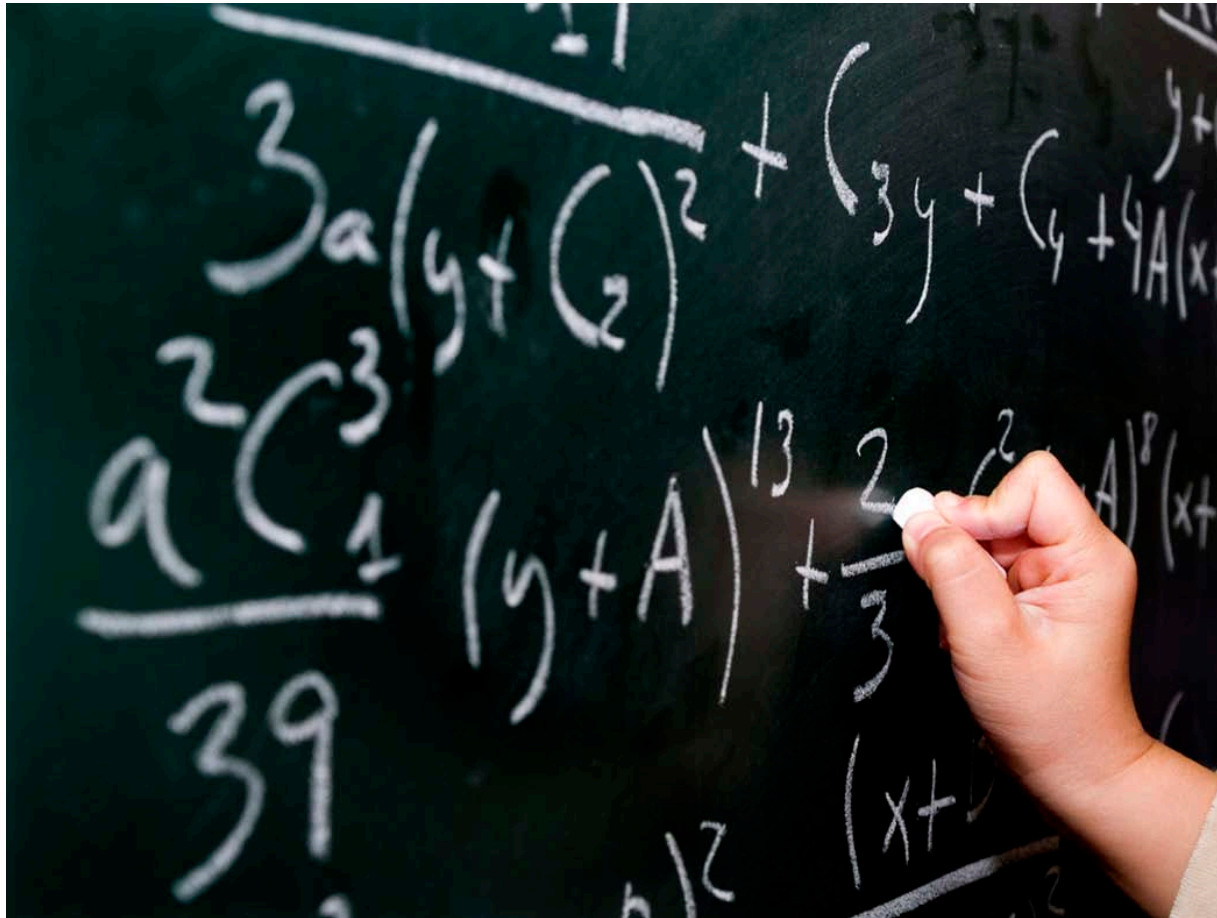
- Challenging teaching and learning environments
- Professional development/learning in Professional Learning Communities
  - Lesson Studies



# Preparing Teachers for Today's Classroom

- In light of these policy initiatives and the realities of today's classrooms, what do state-approved teacher preparation programs need to ensure individuals know and are able to do prior to completing the program?





# Uniform Core Curriculum



# Uniform Core Curriculum

## Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.

Criteria for ITPs	Criteria for EPIs	Criteria for DACPs
1. Current mandated state requirements and curricular content are consistently implemented and published in required documents.		
<ul style="list-style-type: none"><li>a. Florida Educator Accomplished Practices (FEAPs) and Professional Education Competencies and Skills (PECS)</li><li>b. Subject Area Competencies and Skills for Teacher Certification</li><li>c. Florida Teacher Standards for ESOL Endorsement</li><li>d. Next Generation Sunshine State Standards</li><li>e. Reading Endorsement Competencies</li><li>f. All other elements of the Uniform Core Curriculum</li></ul>	<ul style="list-style-type: none"><li>a. Florida Educator Accomplished Practices (FEAPs)</li><li>b. Reading Competency 2</li><li>c. Professional Education Competencies and Skills (PECS)</li></ul>	<ul style="list-style-type: none"><li>a. Florida Educator Accomplished Practices (FEAPs)</li><li>b. Reading Competency 2</li><li>c. Professional Education Competencies and Skills (PECS)</li></ul>



# Uniform Core Curriculum - FEAPs

- Florida Educator Accomplished Practices (FEAPs)
  - Serve as state standards for effective instructional practice and are used to define and identify effective teaching
  - Updated December 2010 by a committee representing stakeholders from across the state
  - Foundation for all 3 state-approved teacher preparation programs
  - Foundation for districts' teacher evaluation systems



# Uniform Core Curriculum - FEAPs

- Florida Educator Accomplished Practices (FEAPs)
  - Quality of Instruction
    - Instructional Design and Lesson Planning
    - The Learning Environment
    - Instructional Delivery and Facilitation
    - Assessment
  - Continuous Improvement, Responsibility, and Ethics
    - Continuous Professional Improvement
    - Professional Responsibility and Ethical Conduct





# Uniform Core Curriculum – Professional Education Competencies and Skills for Teacher Certification (PECS)

- Professional Education Competencies and Skills for Teacher Certification (PECS)
- Currently 8 Competencies and Skills for Professional Education (pedagogy)
  - 1-6 PECS aligned with 6 FEAPs
  - #7 aligned with ESOL Competencies
  - #8 aligned with Reading Competencies



# Uniform Core Curriculum – Subject Area Content

- Subject Area Competencies and Skills in 42 subject content areas
- 5 year cycle for test review/redevelopment
- RTTT funds supporting redevelopment of STEM and literacy tests (including Elementary Education/PreK-Primary Education)
- Increased focus on deeper content; decreased emphasis on pedagogy (how to teach/teaching strategies)



# Uniform Core Curriculum – Student Content-Specific Standards

- Next Generation Sunshine State Standards
- Common Core State Standards
- Student Content Standards must be addressed in candidate lesson plans used in field experiences and student teaching
- EPIs and DACPs – current standards and guidelines do not specify requirement for program candidates to address student content standards



# Uniform Core Curriculum – ESOL

- Standards that address the needs of English Language Learners
- Consent Decree
- Florida Teacher Standards For ESOL Endorsement 2010-incorporate into all teacher preparation programs by Fall 2013
- Primary literacy programs required to include 5 ESOL areas (15-sem hrs); other programs required to include ESOL Survey Course (3-sem hrs)
- EPIs and DACPs – address PEC #7



# Uniform Core Curriculum - Reading Competencies

- Amended Reading competencies and indicators adopted by State Board of Education September 2011 and must be incorporated into all teacher preparation programs
- Primary literacy areas must cover Competencies 1-4 (out of 5)
- Other ITP programs: Competencies 1 & 2
- EPI and DACP: Competency 2



# Uniform Core Curriculum - All Other Elements

- Each of the 12 “Other Elements” must be addressed (ITP only)
- For Elementary Ed, ESE, Pre-K/Primary Ed, Mathematics:
  - 13<sup>th</sup> element - Must address higher level mathematics concepts instruction for K-12 Students



# Uniform Core Curriculum

- *Points to remember...*
  - Candidates within ITPs generally have only 1 ½ years to complete teacher preparation course requirements



# Uniform Core Curriculum

- In light of the policy initiatives previously discussed and the realities of today's classrooms, are there elements included in the uniform core curriculum that should be kept, removed, or need to be changed?
- What information do you need to make recommendations for new standards and requirements for state-approval of teacher preparation programs?







## Field Experience & Admissions Requirements



# Field Experience Requirements

## Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.

Criteria for ITPs	Criteria for EPIs	Criteria for DACPs
2. Field/clinical experience sites represent diverse cultures and varying exceptionalities and performance levels, in a variety of settings, including high-needs schools.	2. Based on the candidate's educational plan, an appropriate field experience that is supervised by a qualified educator is provided to each program participant.	2. The additional instructional practices prescribed in Florida Statutes are consistently implemented.  a. A minimum period of initial preparation prior to assuming duties as the teacher of record
3. Program faculty meet state-mandated requirements for supervision of field/clinical experiences.	3. Program faculty are qualified to teach their assigned courses.	3.
4. School district personnel meet state-mandated requirements for supervision of field/clinical experiences.		4.



# 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

- ☐ Minimum period of initial preparation prior to assuming duties as the teacher of record; teacher of record throughout program.



# 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 PK-12 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.



# Field Experiences

- National Policy
- Florida Association of Colleges for Teacher Education (FACTE) Study



# Admission Requirements

## Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

Criteria for ITPs	Criteria for EPIs	Criteria for DACPs
1. Each program consistently applies state-mandated admission requirements.	1. Evidence of candidates' eligibility for Florida Temporary Certification is collected and maintained.	



# 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





# Admission Requirements - Prerequisites

- Prerequisites required for entrance into upper division of all baccalaureate teacher education programs
- Courses approved by Articulation Coordinating Committee
- Three courses:
  - Foundations of Education
  - Teaching Diverse Populations
  - Introduction to Technology for Educators
- Other prerequisite courses for specific content areas



# Admission Requirements

- National discourse on Admissions



# Field Experience & Admission Requirements

- In light of the policy initiatives previously discussed and the realities of today's classrooms, are changes recommended for field experience and admission requirements?
- What information do you need to make recommendations for improving Field Experience & Admission Requirements for state-approval of teacher preparation programs?



# Next Steps

- Follow-up discussions on Hope Street site
- Webinar in June to complete this task
- Webinar in August to discuss site visit protocols – discuss use of subcommittee
- Face-to-face meeting in October to finalize recommendations on performance standards and targets.

