



Approval of Level I School Leadership Preparation Programs

Bureau of Educator Recruitment, Development, and Retention/ January 31, 2017



OBJECTIVES FOR TODAY'S PRESENTATION

- Provide insight about significant changes to Level I program approval per Statute and Rule
- Provide information pertaining to the initial/continued program approval processes
- Provide an opportunity for participants to ask questions

PURPOSE OF LEVEL I ED LEADERSHIP PROGRAMS

Purpose of school leader preparation programs:

- Increase supply of effective school leaders
- Produce school leaders who are prepared to lead state's diverse student population in meeting high standards for academic achievement
- Enable school leaders to facilitate development and retention of effective & highly effective classroom teachers
- Produce leaders with competencies/skills necessary to achieve state's education goals

SIGNIFICANT CHANGES IN LEVEL I PROGRAM REQUIREMENTS

1. Candidate qualifications, at a minimum to include:
 - Instructional Expertise: documented demonstration of FEAPs and ‘track record’ of achieving student learning gains
 - Rating of effective or higher on “Performance of Students” and “Instructional Practice” sections of candidate’s two most recent performance evaluations
 - Leadership Potential: critical skills/dispositions demonstrated prior to entering program
 - Analysis of candidate’s relentless focus on improving student achievement in own classroom; and
 - Contributing to demonstrable improvement of teaching effectiveness in classroom of colleagues (not own classroom)

SIGNIFICANT CHANGES IN LEVEL I PROGRAM REQUIREMENTS

2. Partnership with at least one school district (institution programs), including collaborative evidence of:

- Program admission standards, identification and selection of candidates
- Job-embedded field experiences
- Identification of strategies for continuous improvement based on review of performance of candidates & completers using aggregate data from performance evaluations

- Programmatic requirements:
- Training aligned to the personnel evaluation criteria under s. 1012.34, F.S.

SIGNIFICANT CHANGES IN LEVEL I PROGRAM REQUIREMENTS (CONTINUED)

- Collaboration between program and district(s) to ensure key program faculty have the knowledge, skills and experience as high performing school principals with a record of improving student academic achievement
 - ❖ **Evidence that key program faculty have been selected in collaboration with school district partners and have experience as principals.**
 - ❖ **Programs will be asked to provide evidence of faculty vita.**
- **Not New:** Competency-based training aligned to Florida Principal Leadership Standards
- Initial/Continued Approval
 - ❖ Initial and continued approval for a period of **5**-years
 - ❖ Current approved programs will be reviewed at same time as institution's **teacher preparation programs.** (*Site visit schedule is under review and revision.*)

MAJOR CHANGES IN INITIAL/CONTINUED APPROVAL STANDARDS

Standards Prior to 2016

*Standard One: *Core Curriculum Content*

Indicator 1.1 - The institution incorporates all required curriculum content and the needs of the state and school districts into required professional development offerings.

*Standard Two: *Candidate Performance*

Indicator 2.1- Methods and procedures have been established to assess candidates' admission requirements and progress in meeting outcomes of the program competencies aligned with the required curriculum----

* Standard Three: *Continuous Improvement*

Indicator 3.1- A formal partnership is established between the program and the district or institution by designing and implementing a leadership preparation program that is based o a shared vision of school leaders----

NEW STANDARDS

*Standard One: *Program Candidate and Completer Quality*

Indicator 1.1- Each program consistently applies admission requirements in accordance with section 1012.562, F.S., and 6A-5.081, F.S.

*Standard Two: *Field Experiences*

Indicator 2.1- Field experiences are completed in a variety of purposeful p-12 settings relevant to program objectives and under the supervision and support of staff with the knowledge and skill necessary for the development of the candidate.

*Standard Three: *Program Effectiveness*

Indicator 3.1- The program routinely and systematically examines candidate and completer performance and impact.

CHANGES IN DATA COLLECTION & REPORTING for eIPEP

1. Percentage of program completers placed in school leadership positions in FL *public* schools (provided by FDOE)
2. Results from completer personnel evaluations (provided by FDOE)
3. FELE passage rate of program completers (Pearson/Results Analyzer)
4. ****Impact personnel have on student learning**
5. ****Strategies for continuous program improvement**
6. ****Strategies for involving stakeholders**
7. ****Discretionary data**

****Provided by Program**

Re-APPROVAL OF CURRENT LEVEL I PROGRAMS

- Each currently approved program must re-submit Level I program plan for review/approval under current *initial approval standards* via eIPEP
- Respond to [Initial Program Approval Standards](#) by **November 15, 2017**
- Revise and submit matrices aligned to:
 - [Florida Principal Leadership Standards](#)
 - [Competencies and Skills Required for Educational Leadership Certification](#)
- Recommended matrix templates will be provided
- Full implementation of revised program requirements ASAP, but no later than **fall 2018**

PROCESS FOR APPROVAL OF NEW LEVEL I PROGRAMS

Procedures for school districts or institutions that do not have current state-approved Level I program:

1. Submit form **Request to Submit** 30 days prior to January 15, April 15, July 15 or October 15 of each year
2. Submit program plan using Initial Approval Standards by due dates (contact FDOE for instructions)
3. Review conducted within **90** days with a decision of Full Approval or Denial

QUESTIONS



HOW MAY I SERVE YOU?

- For technical assistance, please contact:
 - Samantha Martin, Ed.D., Educational Policy Consultant
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