



# ***FASPA Fall Conference*** **Teacher Preparation Update**

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# Topic: Revisions to Teacher Preparation Programs

- Race to the Top initiatives and State Board of Education legislative agenda
  - Goals
  - Strategies and timelines
  - Opportunities to participate
  - Progress



# Race to the Top Educator Preparation Goals

Florida will improve teacher and principal preparation content, delivery, and performance measures in collaboration with teacher educators and school leaders to prepare high-performing individuals for Florida schools and support them in early career success.



# Race to the Top

## Activities include:

- Improve the rigor of certification examinations.
- Set outcome-based performance standards for continued approval of teacher and principal preparation programs.
- Institute a competitive grant for residency programs for job-embedded teacher preparation and induction, STEM, and for school leadership certification.
- Use the results from the competitive grant programs to provide models and improve preparation programs
- Fully implement an electronic data collection, analysis, and reporting tool, the electronic Institution Program Evaluation Plan application (eIPEP).



## 2013 SBOE Legislative Priority

- State Board of Education – October 2012 meeting
- Teacher Preparation Program Accountability Bill
  - Align preparation programs with current expectations in classrooms and schools
  - Add new framework for program approval that is based on TLPIC-recommended performance metrics and holds programs from all preparation routes accountable
  - Streamline the uniform core curriculum so it is more focused, relevant and allows for deeper preparation in standards-based instruction



## Teacher & Leader Preparation Implementation Committee (TLPIC)

- Established under Race to the Top
- Includes teachers, principals, superintendents, school board member, higher ed teacher and leadership preparation program faculty, district alt cert and teacher union representatives
- Goal: Provide input, feedback and recommendations to the Department on development and implementation of performance standards and targets for continued approval of state-approved teacher and school leadership preparation programs.



# Revisions to Preparation Programs

- TLPIC Fall Timeline
  - Provided initial recommendations in September to Commissioner of Education
  - Review data and recommend/set performance targets for 4 approval levels (November 27-28 face-to-face TLPIC meeting in Lake County)
  - Begin recommendations for principal preparation programs
  - Stay informed of the TLPIC progress and submit questions: <http://www.fldoe.org/committees/tlp.asp>



## Revisions to Preparation Programs

### TLPIC Performance Metrics Recommendations

**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.





## Revisions to Preparation Programs

### TLPIC Recommendations (continued)

#### **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 at time of September recommendations; further discussion of how to view data in the context of the employing district



# Revisions to Preparation Programs

## TLPIC Recommendations (continued)

### **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



# Revisions to Preparation Programs

## TLPIC Uniform Core Curriculum Recommendations

- Revise language addressing NGSS
  - *“Knowledge and understanding of the state’s applicable p-12 standards and other applicable P-12 curricular mandates.”*
- UCC ‘other elements’ 1.1.F.a through 1.1.F.m should be reflected in applicable state standards (FEAPs/PECs, SACs, Reading, ESOL)
- A few ‘other elements’ maintained until SACs are revised
- Add “assess ESE competencies/skills, using data to identify and support behavioral and academic needs of students”



# Current 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.



## TLPIC Field Experience Recommendations

- Culminating field experience of no less than 10 weeks should be an added requirement for EPI programs prior to program completion.
- EPIs should have the same clinical faculty requirements that are currently in place for ITP programs which indicate that program faculty meet state-mandated requirements for supervision of field/clinical experiences and must have at least one of following:
  - Clinical supervision training; or
  - Valid professional teaching certificate with at least 3 years successful PK-12 teaching experience.



## TLPIC Field Experience Recommendations

- School district personnel supervising culminating field experience must have:
  - Clinical supervision training and a valid professional teaching certificate with at least three years of successful PK-12 teaching experience.
- School district personnel supervising all other field experiences must have:
  - Clinical supervision training; OR
  - Valid professional certificate with at least three years successful PK-12 teaching experience.



# Race to the Top Preparation and Recruitment Grants

- **Teacher Preparation grant awarded to UCF Coursework began May 2012 for 55 resident teachers**
  - July/August 2012 – 46 resident teachers were hired in partnering districts (FLVS, Lake, Orange, Seminole, and Volusia)
  - Recruitment begins in September 2012 for Cohort 2
- **Principal Preparation grant awarded to FAU/Broward Partnership**
  - First cohort enrolled January 2012; second cohort enrolled May 2012
  - Cohorts 1 and 2 continue coursework and Fall internships with emphasis on support from nominating principal mentors
- **Principal Preparation grant awarded to USF Coursework began in April 2012 for 15 Cohort 1 interns**
  - 34 Cohort 2 residents (current APs) began coursework in August 2012
  - Mentors in partner districts (Manatee, Pasco, Pinellas, and Polk)
- **Increasing Diversity in Florida's Workforce**
  - Project PRIDE with Polk County and USF
- **UTeach (STEM) Replication and Induction Center grant (UF and FIT)**



# Race to the Top FTCE Initiatives

“Improve the rigor of teacher certification examinations both content, and cut scores focusing on examinations that include STEM subject content and reading.”





# Examinations First Impacted by RT3

## **New Forms in Summer 2013:**

- 1) Mathematics 6–12, 2) Middle Grades Mathematics 5–9, and 3) PreKindergarten/Primary PK–3 (Math, Language Arts/Reading, Literacy in Science and Social Science, Development)

## **New Forms in Spring 2014:**

- 1) English 6–12, 2) Middle Grades English 5–9, 3) General Knowledge (GK) (Math and English Language Skills), and 4) Elementary Education



## Purpose and Scope of the Postsecondary Certification Assessment Steering Committee (PCASC)

- Technical assistance, feedback, and recommendations for Race to the Top subject area exams **and** all FTCE/FELE examinations
- Determining appropriate levels of rigor for the “Effective Teacher” as defined by State Board of Education (SBE)-approved Florida Educator Accomplished Practices (FEAPs)
- Reviewing and providing recommendations on standards, item formats, test form construction, scoring, and standard-setting methodologies



## PCASC Steering Committee Recommendations for K-6 Test

- Raise the **cognitive complexity** (CC) of the skills in order to affect the rigor of the exam; raise CC via interconnectedness of concepts.
- Address the **struggling reader** at every grade level.
- Embed **state statutes** into competencies and skills.
- Ensure **content pedagogy** is current and embedded in the skills; base pedagogical aspects of the skills on the measurable components of the **Florida Educator Accomplished Practices** (FEAPs); base content on higher order/higher complexity skills and **Common Core State Standards**.



## PCASC Steering Committee K-6 Recommendations Summary (Continued)

- Research link between **cognitive complexity and item type**; research item types that are strong indicators of the successful teacher.
- Focus on the skills and knowledge needed by the **target candidate (define target)**; this is critical in defining cognitive complexity (CC) and item difficulty.



# Beginning Effective Teacher Candidate (BETC)

A beginning effective teacher candidate can:

- identify high priority research based instructional strategies and behaviors with high effect size (i.e., probability of impact on student learning);
- demonstrate an understanding of the different types of lessons where each type has an appropriate set of instructional strategies and behaviors;
- recognize the core elements of lesson design and planning;
- identify core instructional strategies appropriate to enabling students to achieve academic (content) standards; and
- identify core teacher behaviors that support deliberate practice - individual and collegial career-long continuous improvement behaviors.



# Overview: Changes to the Florida Educational Leadership Examination

- Update and revise the competencies and skills to conform with updated Florida Principal Leadership Standards (FPLS).
- Modify examination content to include a focus on strategies that impact student achievement positively.
- Implement the FELE Steering Committee recommendations regarding the new FELE test design, while incorporating
  - the profile of a Beginning Effective School Administrator Candidate (BESAC) throughout the development process, and
  - an increase in the rigor and cognitive complexity of the examination as a whole.



# FELE Steering Committee Recommendations

- Overall rigor of FELE 3.0 should be increased
  - Multiple Choice items should be written to a somewhat higher level of complexity
  - Test items should require application of knowledge not just recall of information
  - Items should be richer in content and use graduate level language related to instructional leadership
- Written performance assessments should
  - Use data other than school grades or AYP calculations such as
    - Monitoring data, student achievement data, attendance, teacher grade profiles, survey data
  - Use more scenarios that beginning administrators face such as managing change, teacher feedback, and classroom discipline



# FELE Sample Prompt-Starting January 2013

The table below details 9<sup>th</sup>-grade student learning gains in reading and mathematics for the previous three school years. Year 3 is the current school year.

High School A				
Learning Gains in Reading and Mathematics for 9 <sup>th</sup> -Grade Students				
School Year	% Making learning gains in reading	% Making learning gains in mathematics	% of Lowest 25% making learning gains in reading	% of Lowest 25% making learning gains in mathematics
Year 1	54	66	40	45
Year 2	55	64	43	48
Year 3	54	65	47	54
Average	54.5	65	43.5	49
Three year difference	0	-1	7	9

The principal of High School A has asked you, the assistant principal, to draft an executive summary to brief the faculty about the 9<sup>th</sup>-grade learning gains as recorded in the table, and to identify strategies to improve 9<sup>th</sup>-grade student learning gains for the next year.

The executive summary should include

- an analysis of the data that identifies data trends;
- a description of additional data needed to further explain the data provided;
- a plan for gathering additional data; and
- an explanation of why the additional data is needed.





# FELE Test Development Plans

## Development Activity

- **SBOE Adopts Comps and Skills**
- Item Field Testing
- Item Validation
- Base Form Validation
- New Test Information Guide (TIG)
- Remaining Form Validation
- **New Form Administration**
- Impact Data Collection
- Standard Setting Meeting
- SBE Rule: Passing Scores
- **New Passing Score Implementation**

## Projected Dates:

- **November 2012**
- April–August 2013
- July–September 2013
- August 2013
- July 2013
- Late 2013
- **January 2014**
- January–March 2014
- March 2014
- Spring/Summer 2014
- **Summer 2014**



# Getting Involved

- TLPIC web page has a mechanism to submit questions and suggestions to the committee  
[www.fldoe.org/committees/tlp.asp](http://www.fldoe.org/committees/tlp.asp)
- FTCE home page has a link where folks can volunteer for various committees for test development process  
[www.fldoe.org/asp/ftce/](http://www.fldoe.org/asp/ftce/)
- FTCE staff sends out the survey for each exam on the comps and skills to the public
- [www.fldoe.org/JustforTeachers](http://www.fldoe.org/JustforTeachers) provides these links also
- Rule development!