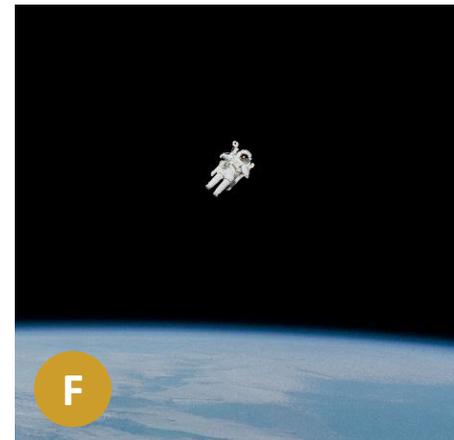
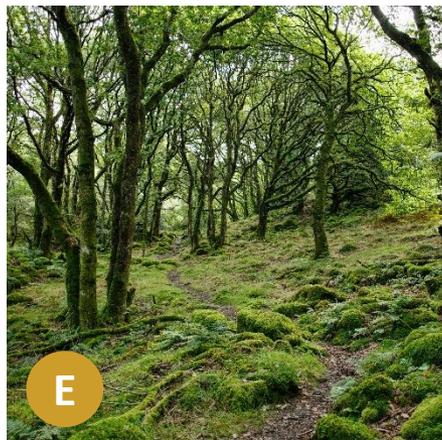


Florida Department of Education

Dr. Paul O. Burns and Josey McDaniel

October 4, 2021

Which one best illustrates how you are feeling right now? Why?



Agenda

- 1 Setting the Stage: The SELECT Story
- 2 FPLS Draft Revisions
- 3 Level I and Level II Program Approval Standards
- 4 Additional FDOE Updates
- 5 Questions and Next Steps



The School
Educational
Leadership
Enhancement
Committee
Taskforce (SELECT)



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Who SELECT Is



School Educational Leadership Enhancement
Committee Taskforce (SELECT)
Steering Committee



Florida Department of
Education (FDOE)
*Members of the Division
for Educator Quality*



The Wallace
Foundation



Florida Atlantic University (FAU)
*Principal Investigators from
the Principal Preparation
Initiative (FAUPPI)*

How SELECT Came to Be

FDOE invited a broad-based, diverse group of stakeholders to participate in SELECT to

review relevant research,

analyze existing policies and practices, and

make recommendations to the commissioner

for intentional development of a Continuum of Leaders model that spans from teacher leaders to school and district leaders to state-level leaders throughout Florida.

Policy Updates

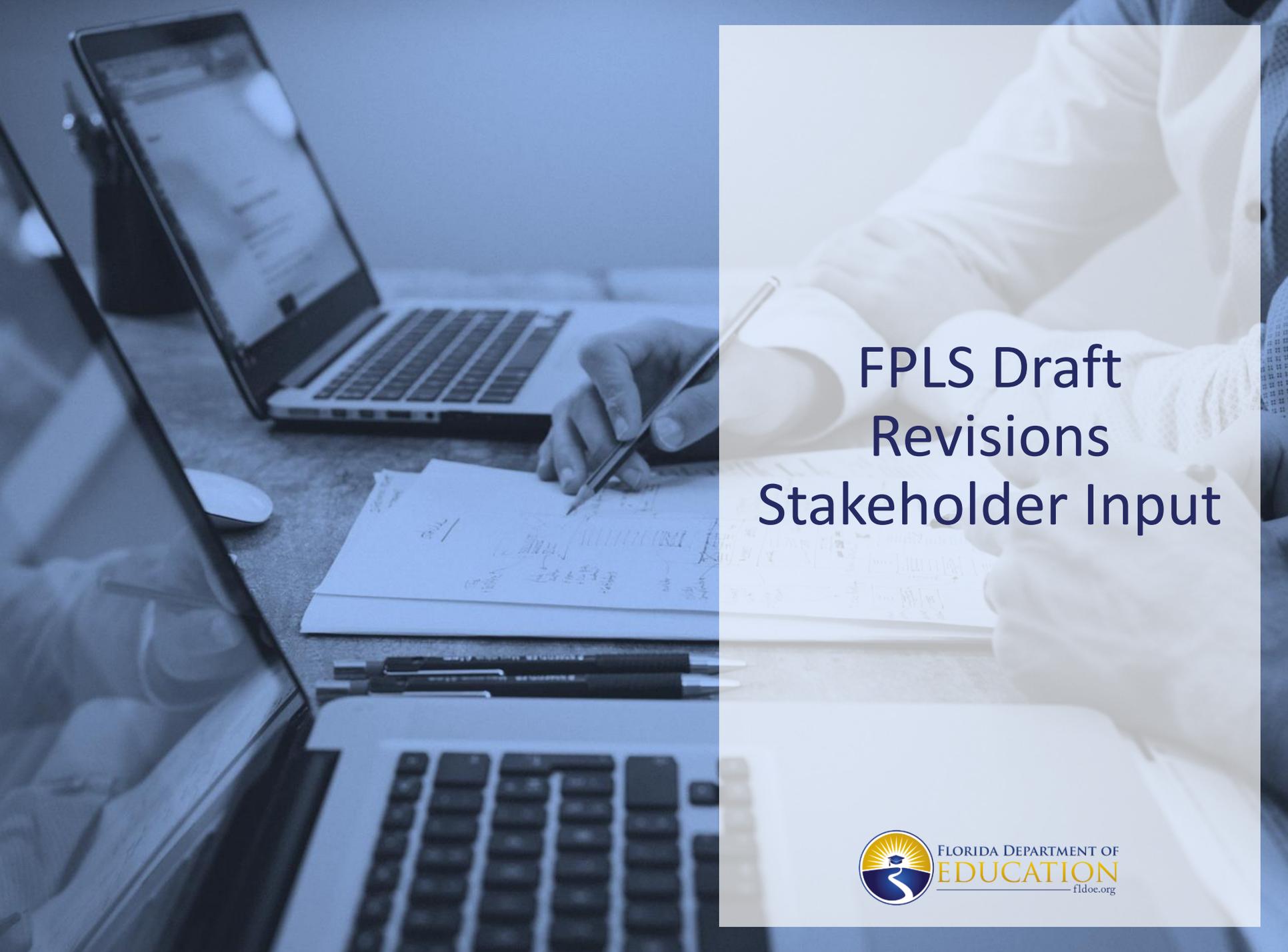
- 2019 – SELECT conducted a comprehensive review of s. 1012.986, F.S., William Cecil Golden Professional Development Program for School Leaders.
- Provided recommendations on how to update and strengthen policy language to reflect current leadership needs.

Policy Updates

- Defined ‘educational leader’ to mean teacher leaders, assistant principals, principals or school district leaders.
- Updated ‘collaborative network’ to include
 - School districts
 - State-approved educational leadership programs
 - Regional consortia
 - Charter management organizations
 - State and national leadership organizations.

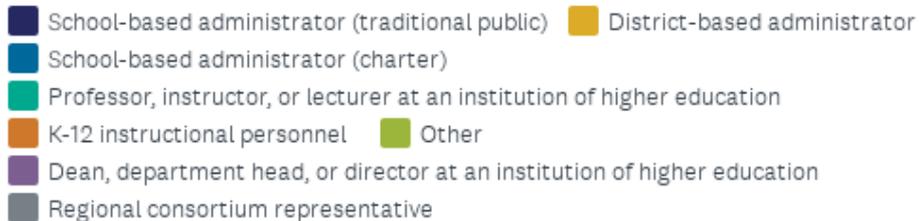
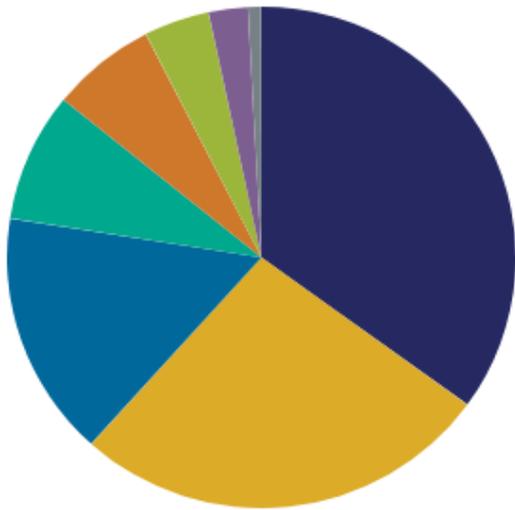
Policy Updates

- Updated professional learning priorities to include:
 - Student achievement and learning
 - Civic education
 - Coaching and mentoring
 - Mental health awareness
 - Technology in education
 - Distance learning
 - School safety



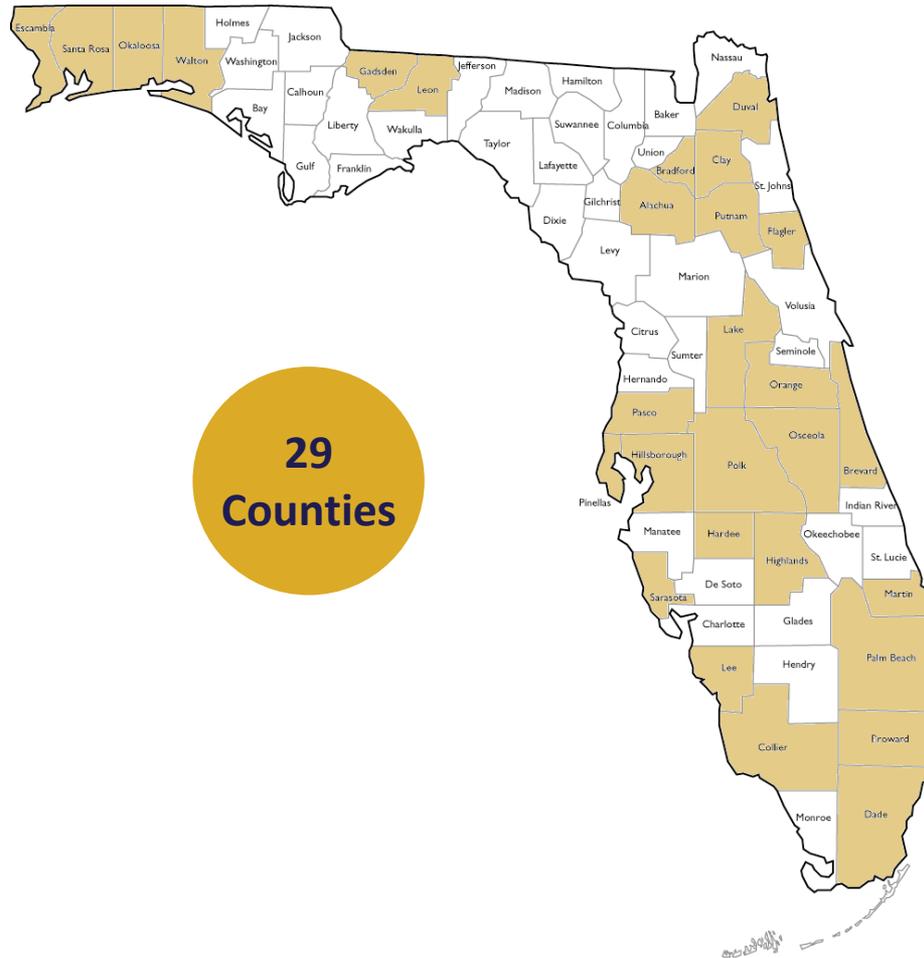
FPLS Draft Revisions Stakeholder Input

Survey Respondents

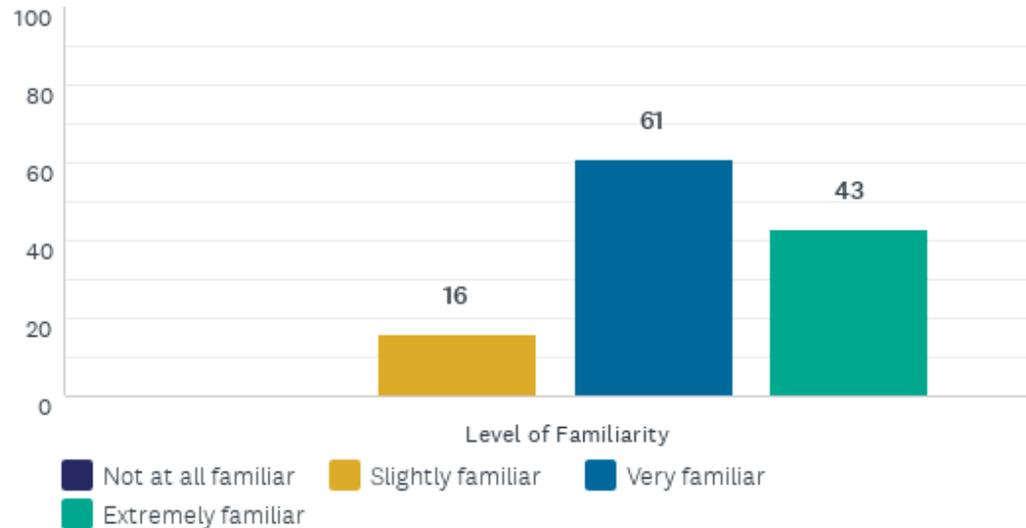


ROLE	RESPONSES
School-based administrator (traditional public)	42 (35.00%)
District-based administrator	32 (26.67%)
School-based administrator (charter)	19 (15.83%)
Professor, instructor, or lecturer at an institution of higher education	10 (8.33%)
K-12 instructional personnel	8 (6.67%)
Other	5 (4.17%)
Dean, department head, or director at an institution of higher education	3 (2.50%)
Regional consortium representative	1 (0.83%)
TOTAL	120

Survey Respondents

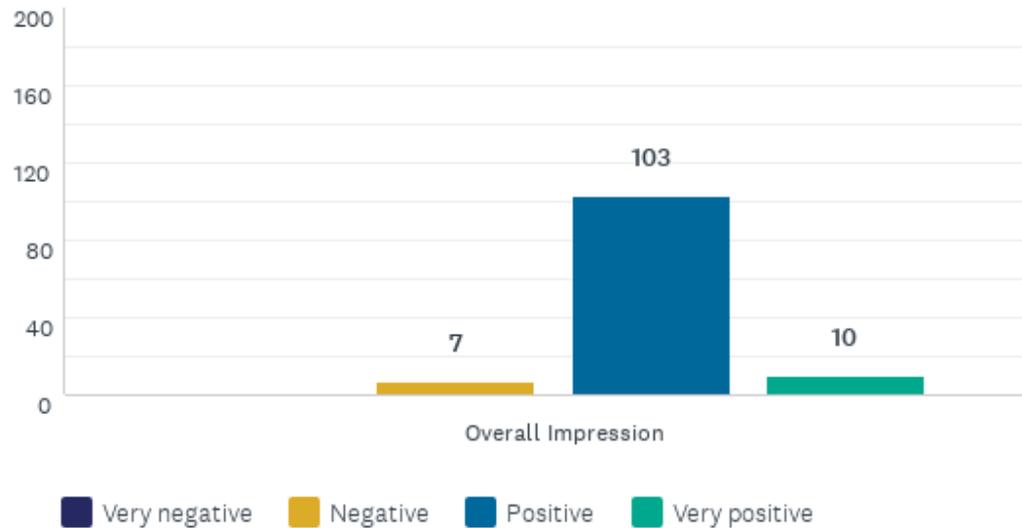


Level of Familiarity with Current Standards



FAMILIARITY	RESPONSES
Not at all familiar	0 (0.00%)
Slightly familiar	16 (13.33%)
Very familiar	61 (50.83%)
Extremely familiar	43 (35.83%)

Overall Impression of Current Standards



OVERALL IMPRESSION	RESPONSES
Very negative	0 (0.00%)
Negative	7 (5.83%)
Positive	103 (85.83%)
Very positive	10 (8.33%)

Most Identified for Elimination or Revision

Standard Level

STANDARD	ELIMINATE RESPONSES
Standard 5: Learning Environment	3 (2.50%)
Standard 6: Decision Making	3 (2.50%)
Standard 3: Instructional Plan Implementation	2 (1.67%)
Standard 4: Faculty Development	2 (1.67%)
Standard 9: Communication	2 (1.67%)

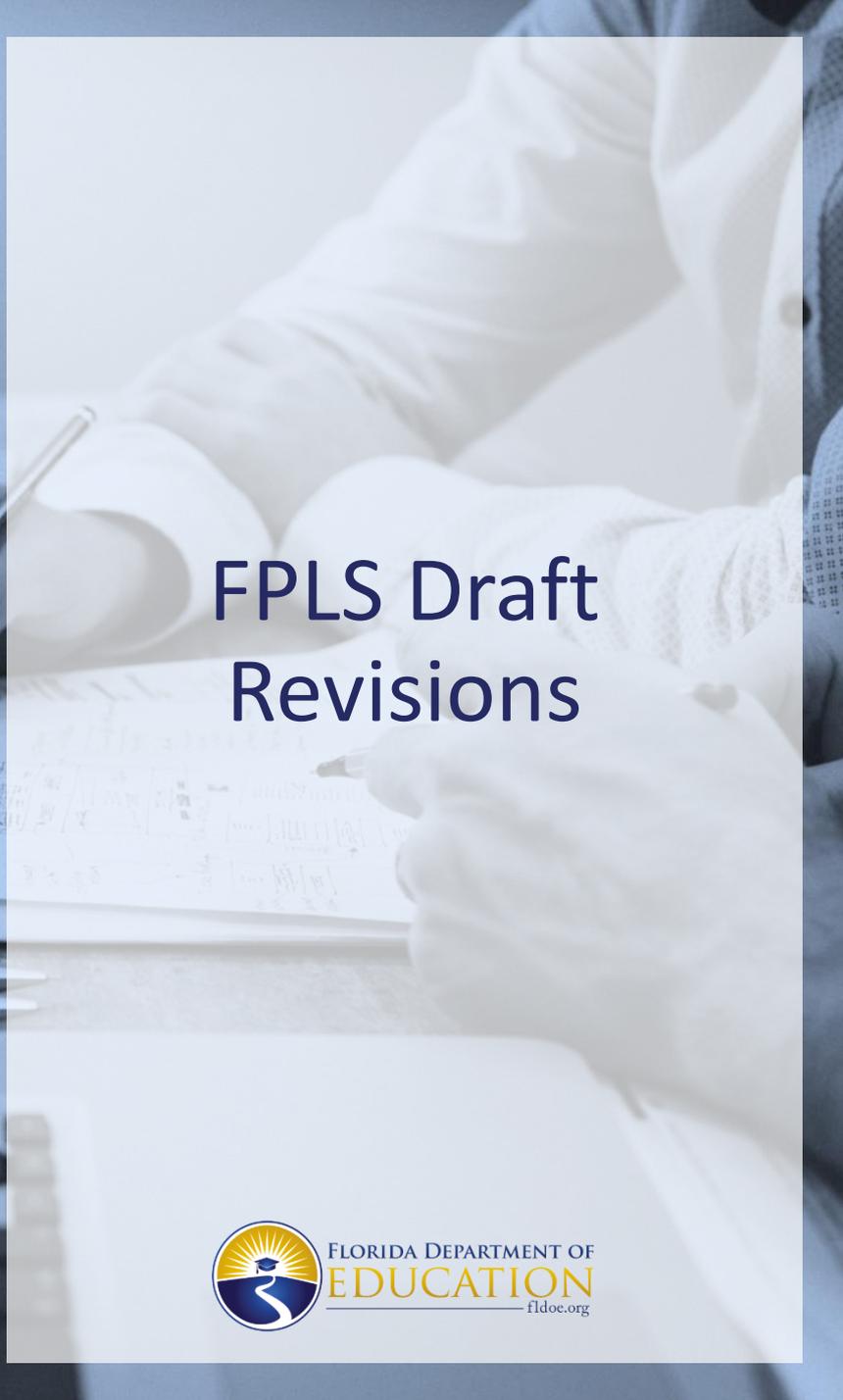
STANDARD	REVISE RESPONSES
Standard 2: Student Learning as Priority	28 (23.33%)
Standard 3: Instructional Plan Implementation	25 (20.83%)
Standard 5: Learning Environment	22 (18.33%)
Standard 1: Student Learning Results	22 (18.33%)
Standard 6: Decision Making	21 (17.50%)

Most Identified for Elimination or Revision

Descriptor Level

DESCRIPTOR	ELIMINATE RESPONSES
6e. The leader uses effective technology integration to enhance decision making and efficiency throughout the school.	12 (10.00%)
4c. The leader employs a faculty with the instructional proficiencies needed for the school population served.	11 (9.17%)
8b. The leader establishes appropriate deadlines for him/herself and the entire organization.	9 (7.50%)
5d. The leader provides recurring monitoring and feedback on the quality of the learning environment.	8 (6.67%)
10e. The leader demonstrates willingness to admit error and learn from it.	7 (5.83%)
10f. The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	7 (5.83%)

DESCRIPTOR	REVISE RESPONSES
1b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	28 (23.33%)
3d. The leader implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school.	25 (20.83%)
3a. The leader implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction.	23 (19.17%)
2a. The leader enables faculty and staff to work as a system focused on student learning.	23 (19.17%)
4c. The leader employs a faculty with the instructional proficiencies needed for the school population served.	22 (18.33%)



FPLS Draft Revisions

Organization of the Current FPLSs

Domains

1	Student Achievement
2	Instructional Leadership
3	Organizational Leadership
4	Professional & Ethical Behavior

Standards

1	Student Learning Results
2	Student Learning as a Priority
3	Instructional Plan Implementation
4	Faculty Development
5	Learning Environment
6	Decision Making
7	Leadership Development
8	School Management
9	Communication
10	Professional & Ethical Behaviors

Organization of the DRAFT FPLSs

- Eliminates the organization of standards into domains
- Sequences standards for cohesion and progression

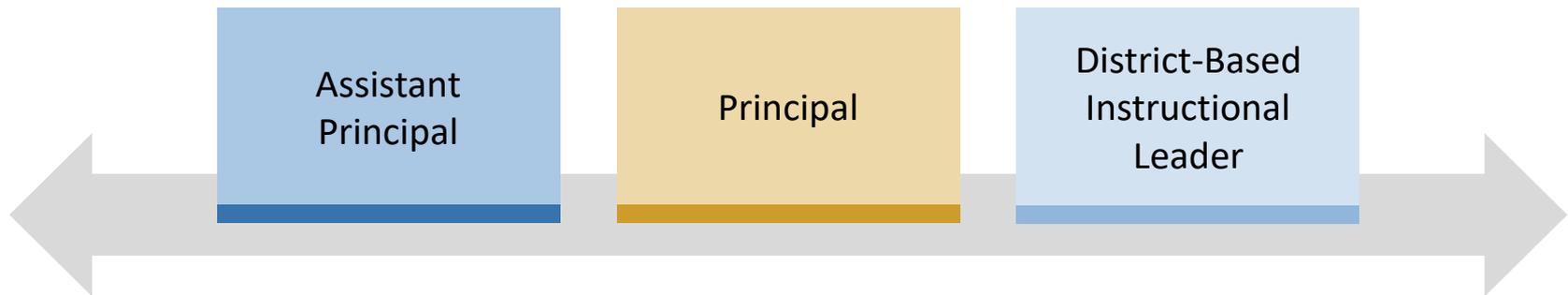
Standards

1	Professional & Ethical Norms
2	Vision & Mission
3	Student Learning & Continuous School Improvement
4	Learning Environment
5	Professional Capacity & Learning
6	Building Leadership Expertise
7	Meaningful Family & Community Engagement
8	Operations & School Management

Overarching Revisions

- The draft standards contain a common set of standards with descriptors differentiated along a leadership continuum.

Leadership Continuum



Also, skills and behaviors identified for the growth and development of teacher leaders are indicated with an asterisk in the assistant principal descriptors.

Overarching Revisions

In addition, the draft standards were updated with the following goals:



Align to current research and best practices



Create clear, concise and specific descriptors



Embed equitable access for all students into standards and descriptors



Infuse decision-making descriptors into each standard

Arc of Development





Level I and Level II Program Approval Standards

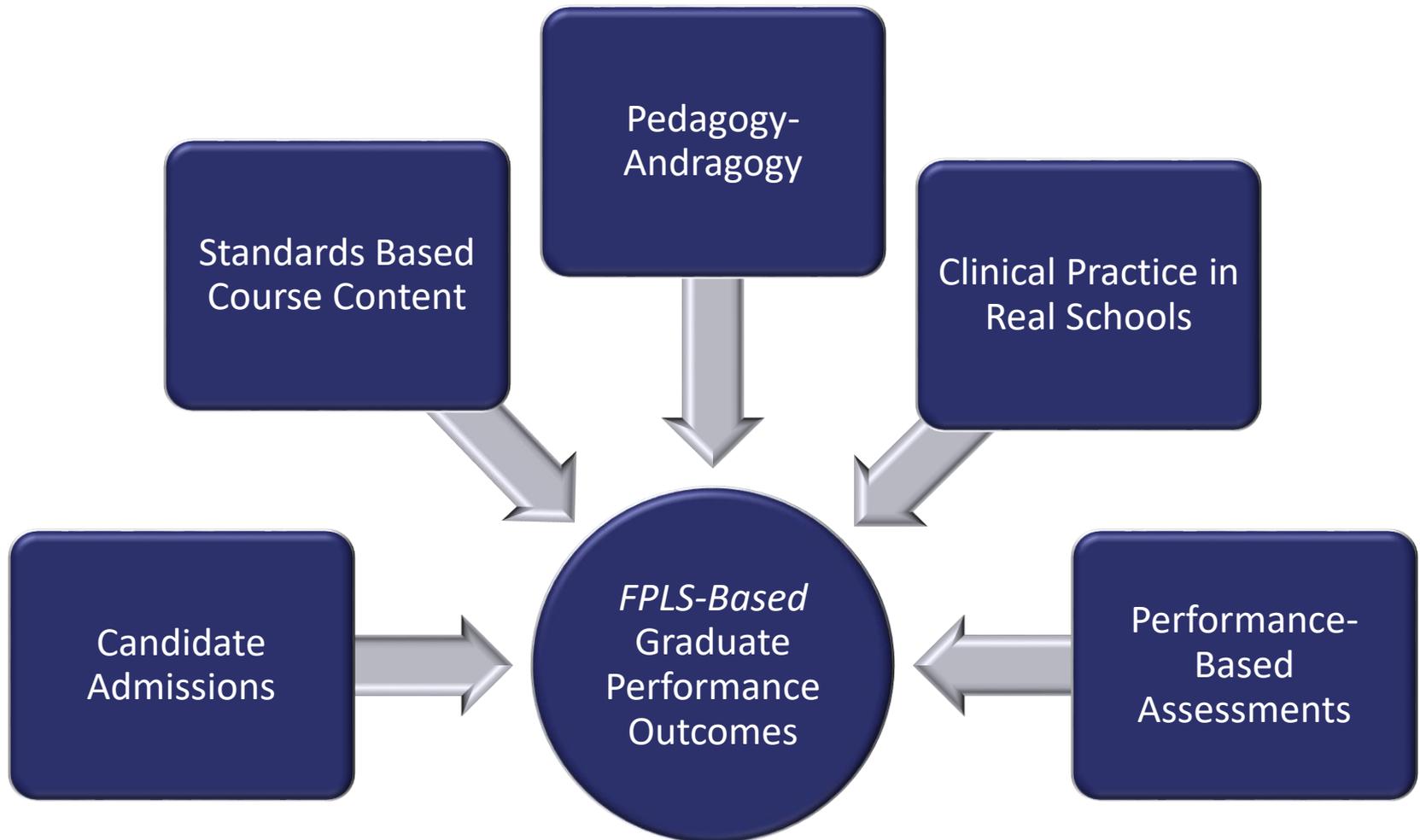


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Purpose of School Leader Preparation Programs

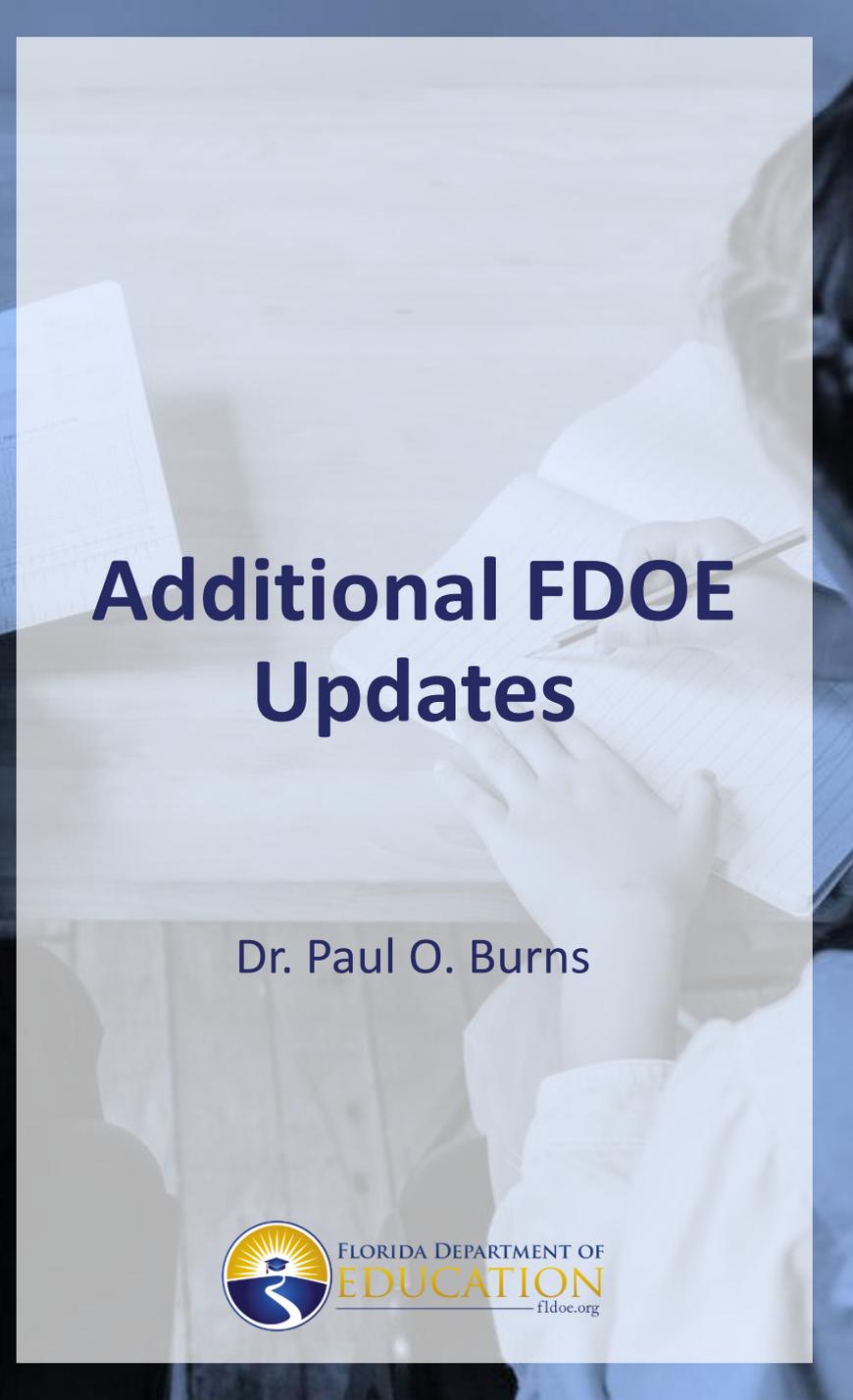
- Increase the supply of effective school leaders
- Produce leaders who are prepared to lead the state's diverse student population
- Enable school leaders to facilitate development and retention
- Produce leaders with competencies and skills necessary to achieve the state's education goals
- Sustain the state system of school improvement and education accountability

Quality Measures Lens for Educational Leadership



Quality Measures and Program Approval Standards

- SELECT will be meeting through 2022 to analyze and make recommendations to strengthen Level 1 and Level 2 program approval standards in alignment with Quality Measures.
- Proposed State Board adoption of program approval standards is spring 2022.



Additional FDOE Updates

Dr. Paul O. Burns



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FLORIDA'S ASSESSMENT OF STUDENT THINKING (F.A.S.T.)



Florida Standards Assessment (FSA)



Common Core Standards



F.A.S.T



B.E.S.T Standards



PROPOSED PLAN: FLORIDA'S ASSESSMENT OF STUDENT THINKING (F.A.S.T.)

#1

Eliminates the FSA.

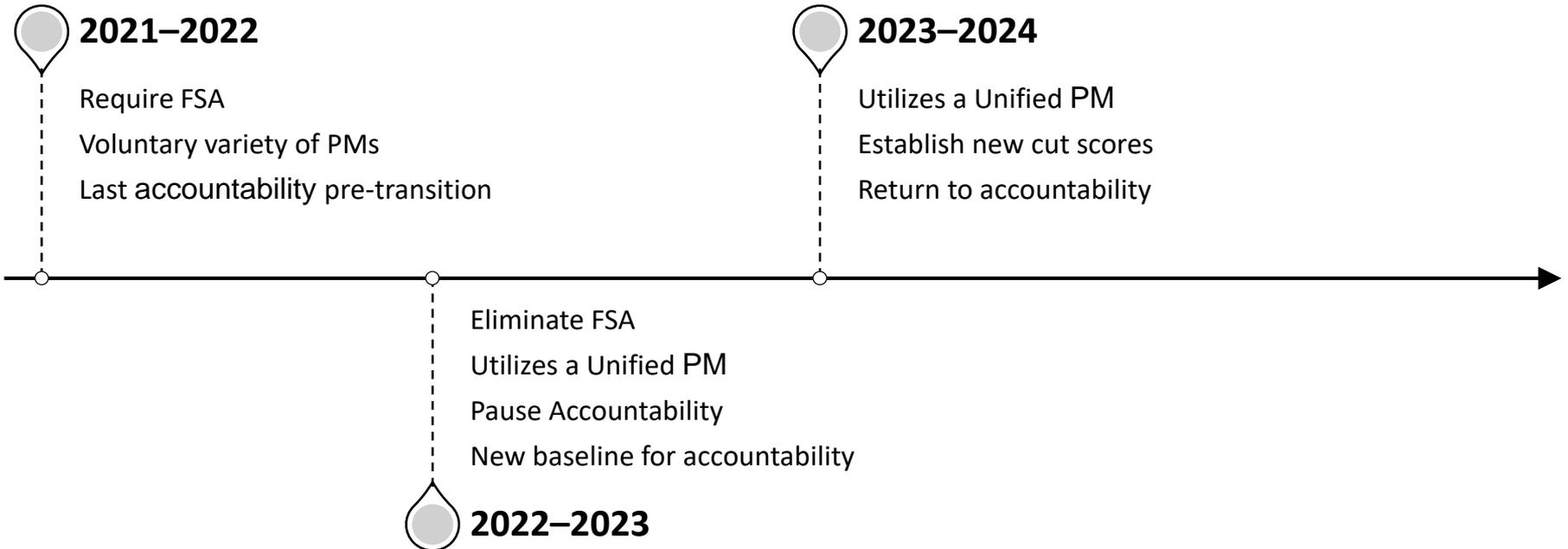
#2

Protects Florida's #1 in the nation school accountability, that has lifted Florida to the top 3 in the nation and has done more to protect low income families, African American and Hispanic students, and children with unique abilities.

#3

Utilizes progress monitoring (PM) to empower educators, parents, and most importantly students to a level never seen before.

F.A.S.T. TIMELINE



CARES Literacy Initiatives

1

Established a **screening/progress monitoring data collection system** to build capacity of educators to use data to inform professional development (PD) and improve instructional practice

2

PD for educators on the B.E.S.T. ELA standards grounded in the science of reading, including the **provision of high-quality reading endorsement pathways**

3

Created a **regional structure** to support districts and schools with improving literacy outcomes (18 State Regional Literacy Directors)

4

Upskilling literacy coaches through establishing a **literacy coach credential program**; educators successfully completing program will earn a literacy coach credential on their certification

5

Provided **high quality reading curriculum** for Tier 2 and Tier 3 instructional supports in K-3 classrooms (through High Quality Reading Curriculum Grant) to strengthen instructional materials

CARES Act (2020-2021)

- 18 SRLDs
- Support implementation of K-12 Comprehensive Evidence-Based Reading Plans
- Building capacity of Literacy Leadership Teams, School Administrators and Literacy Coaches
- Training and support for the Benchmarks for Excellent Student Thinking (B.E.S.T.) ELA Standards grounded in the science of reading
- Training and implementation of evidence-based reading practices/programs
- Provide **universal and targeted** tiers of supports

RAISE (2021-2022)

- Regional structure will **double in size**
- Based on available criteria, **1,458 elementary schools identified for support**
- Identified schools **must implement an SIP** with an Area of Focus for Instructional Practice Specifically Relating to ELA and explicitly address strategies for improving reading
- In addition to CARES supports, SRLDs will:
 - Provide support schools with implementing School Improvement Plans focused on improving reading performance
 - Assist with data-informed instruction to meet the needs of all students
 - Assist with the use of high-quality instructional materials and evidence-based practices
- Provide **universal, targeted and intensive** tiers of support

Civics for 2021-2022

- The comparative discussion of political ideologies requirement has been added to high school United States Government courses beginning in the 2021-2022 school year.
- Students enrolled in the United States Government course are required to take the assessment of civic literacy beginning with the 2021-2022 school year.

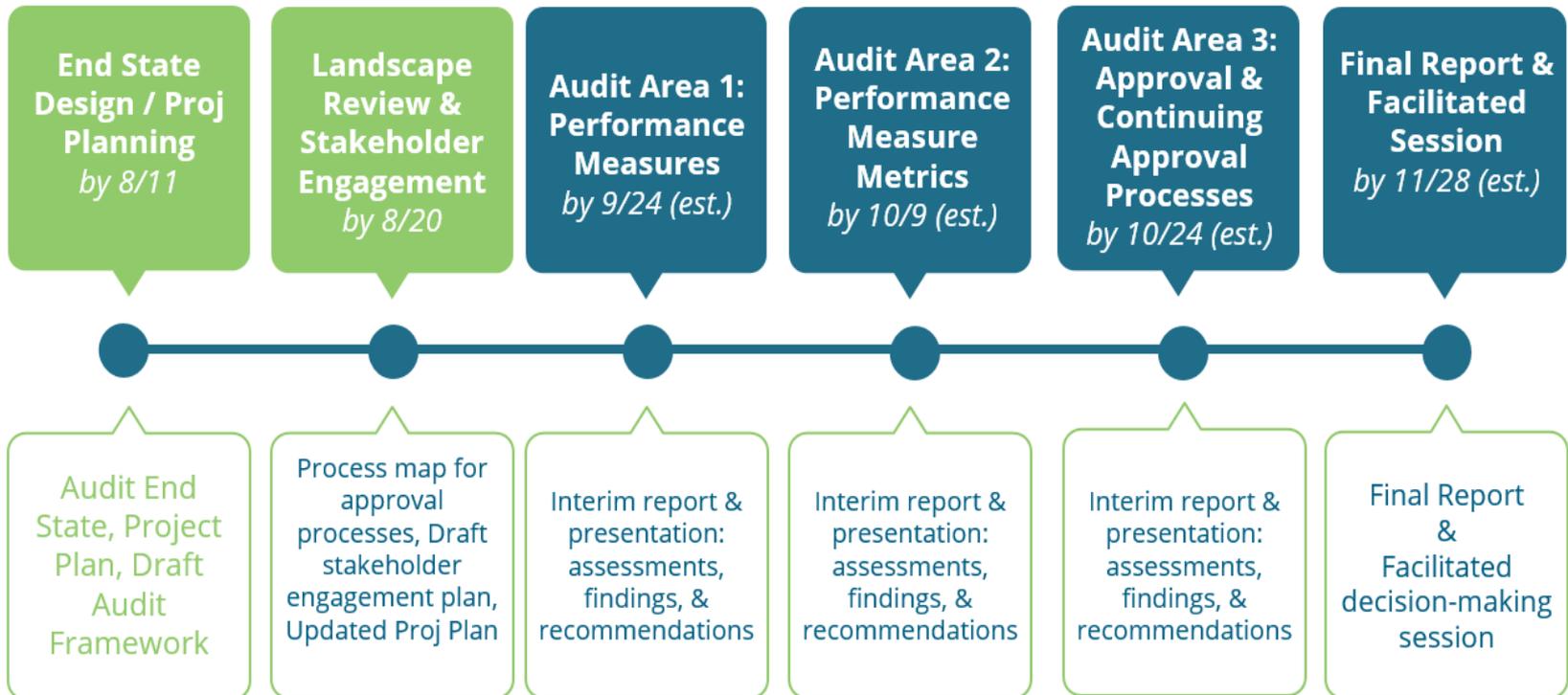
Upcoming for Civics

- Updated course descriptions with revised Civics and Government and new Holocaust Education standards will be effective for the 2023-2024 school year.
- Summer Civic Literacy Professional Learning.
- Florida Civics Seal of Excellence teacher endorsement courses.
- Civics and Government resources and support for districts.
- Social Studies Instructional Materials adoption specifications will be released in November.
- For more information, contact John Duebel, Social Studies Education Specialist, at John.Duebel@fldoe.org.

Teacher Preparation Audit

- The purpose of the teacher preparation audit and review is to assess Florida's preparation programs, evaluating the following metrics:
 - Analysis of Florida's state-approved teacher preparation programs to understand if they are currently meeting the demands of Florida's public schools.
 - Analysis of Florida's state-approved teacher preparation programs to understand their impact on the production of quality teachers.
 - An analysis of Florida's teacher preparation accountability system to ensure metrics identify strengths and opportunities for programs to improve.
 - A review to determine and reevaluate the impact of the initial and continued approval process for Florida's state approved teacher preparation programs.

Teacher Preparation Audit Timeline





Questions?

A black clothespin is attached to a white card, which is hanging from a black and white striped string. The card has the words "Thank you!" written in a blue, cursive font. The background is a solid, light blue color.

Thank
you!