



Florida Department of Education Update September 21, 2016

Jason Graham, Program Director, Retention Team



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Agenda

- Legislative Update
- Educator Retention Update
 - Value-added Model & ILFD Grant
 - Clinical Education Program Redesign
 - PD Redesign

2016

FLORIDA

A NATIONAL LEADER IN EDUCATION

2ND

&

3RD

IN THE NATION
FOR PARTICIPATION
IN AP COURSE

IN THE
NATION FOR AP
PERFORMANCE

FLORIDA RANKS

FIRST

IN DIGITAL LEARNING
ACCORDING TO DIGITAL LEARNING
NOW'S DIGITAL LEARNING REPORT CARD

RAISING THE BAR

NATIONWIDE

FLORIDA'S 4TH GRADE STUDENTS
OUTPERFORM THE NATION
IN BOTH **READING AND MATHEMATICS**

4TH
GRADE

HISPANIC STUDENTS
LEAD THE NATION
IN READING



77.8%
GRADUATION RATE

AN INCREASE OF MORE THAN 18
PERCENTAGE POINTS SINCE 2003

HIGHEST IN
12 YEARS



Big Hairy Audacious Goal

Every day, in every school, every student has a teacher as good as the best we ever had.



2016 Legislative Update

2016 Legislative Summary

- Total Bills Filed - 1,814
- Total Bills Passed - 279
- Total Bills Passed Impacting Education and the Agency - 48

Source: Lobbytools.com

2016 Legislative Review – EQ Related

- **Section 1012.05, FS – Teacher Recruitment and Retention -** FDOE MAY (no longer shall) sponsor job fair in central part of the state. FDOE shall coordinate a best practice community to ensure that school district personnel responsible for teacher recruitment and other human resources functions are operating with the most up-to-date knowledge.

UPDATE:

- Great Florida Teach-In: March 2017

2016 Legislative Review – EQ Related

- **Section 1012.562, FS (created) – Public accountability and state approval of school leader preparation programs -**
 - ✓ Institute two types of school leader preparation programs leading to state certification
 - ❖ Level I offered by postsecondary institutions and school districts
 - ❖ Level II offered by school districts
 - ✓ Establish initial and continued approval process for programs effective for five years
 - ✓ Require each program to be competency-based and aligned to FPLS

2016 Legislative Review – EQ Related

- **Section 1012.562, FS – Public accountability and state approval of school leader preparation programs**
 - ✓ Require postsecondary Level I program to partner with at least one school district
 - ✓ Require Level I programs to include admission requirements that include **candidate’s instructional expertise** and **leadership potential** and alignment with district personnel evaluations per s. 1012.34, F.S.
 - ✓ “A Level I program must guarantee the high quality of personnel who complete the program for the first 2 years after program completion or the person’s initial certification as a school leader, whichever occurs first.”

2016 Legislative Review – EQ Related

- **Section 1012.562, FS – Public accountability and state approval of school leader preparation programs**
 - ✓ Require each Level II training program to only admit candidates who:
 - ❖ Hold educational leadership certification
 - ❖ Effective or highly effective rating on district personnel evaluation
 - ❖ Satisfactorily performed instructional leadership responsibilities as measured by evaluation system
 - ✓ Level II programs must gather/monitor data including rate of program completers placed in principal positions; results of evaluations; impact of completers on student learning; etc.

2016 Legislative Review – EQ Related

- **Section 1012.562, FS – Public accountability and state approval of school leader preparation programs**

UPDATE:

- Rule development workshop for State Board Rule 6A-5.081, Florida Administrative Code, *Approval of School Leadership Programs*, to be held on Thursday, September 22, 2016, beginning at 3:00 pm, EDT, via webinar/conference call or face-to-face.

2016 Legislative Review – EQ Related

- **Section 1012.583, FS (creates) – Continuing Education and Inservice Training for Youth Suicide Awareness and Prevention**
 - ✓ Requires FDOE, in consultation with Statewide Office for Suicide Prevention, develop list of approved youth suicide awareness and prevention training materials for K-12
 - ✓ Training must include identification of appropriate mental health services and how to refer students/families
 - ✓ School that chooses to incorporate 2 hours of approved training for all instructional personnel is designated “Suicide Prevention Certified School”

2016 Legislative Review – EQ Related

- **Section 1012.583, FS (creates) – Continuing Education and Inservice Training for Youth Suicide Awareness and Prevention**

UPDATE:

- July - committee of experts formed
- August-September – Compiled a list of local, state, and national resources
- September – Anticipate a paperless memo with recommendations about approved suicide awareness training materials



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Educator Retention Updates

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We have a full team!

Morgan Higman:

- Instructional Leadership & Faculty Development Grant
- Commissioner's Leadership Academy

Pete Prato:

- Level II leadership programs
- Administrative evaluation systems
- William Cecil Golden, Florida School Leaders website

Adrienne Campbell:

- Professional Development systems,
- Professional Development redesign, prototyping
- Clinical education programs

Lynn Kemper:

- Title II-A
- Instructional evaluation systems



Instructional Leadership and Faculty Development Grant

- \$7,000,000 provided for professional development for principals and other district administrators in instructional and human resource leadership.

UPDATE:

- Applications approved – 37

Alachua	Charlotte	FAU - Palm Beach	Highlands	Martin	Polk	Walton
Baker	Citrus	FAU - St. Lucie	Indian River	Nassau	Putnam	
Bay	Collier	Gadsden	Lake	Okaloosa	Sarasota	
Bradford	Columbia	Gulf	Lee	Orange	Seminole	
Brevard	DeSoto	Hamilton	Manatee	Osceola	St. Johns	
Broward	Duval	Hernando	Marion	Pasco	Wakulla	

- Applications in the budget office – 13

Clay	FAMU	Leon	Miami-Dade	P.K. Yonge (UF)	Pinellas	Volusia
Escambia	Hillsborough	Levy	Monroe	Palm Beach	Sumter	

- Revisions requested; extension requested - 23

UPDATE:

- Our team is working closely with districts to develop strategies to evaluate grant activities using benchmarks that are quantifiable and/or competency-based
- In support of these efforts, PD directors can anticipate a revised summative form to report on ILFD activities in Quarter 4



Red and Green Sheets

- Beginning in 2013-14, FDOE began providing “red/green” sheets to districts and principals
- Designed to help with informing teaching assignments, professional development, and refinement of local evaluation systems

VAM FSA 3 Year Aggregate READ Score	VAM FSA 3 Year Aggregate READ Standard Error	VAM FSA 3 Year Aggregate MATH Score	VAM FSA 3 Year Aggregate MATH Standard Error	VAM FSA 3 Year Aggregate COMBINED N	VAM FSA 3 Year Aggregate COMBINED Score	VAM FSA 3 Year Aggregate COMBINED Standard Error	95% Confidence Interval Lower Limit	68% Confidence Interval Lower Limit	68% Confidence Interval Upper Limit	95% Confidence Interval Upper Limit	VAM Classification	Evaluation Rating
0.402	0.121			142	0.402	0.121	0.163	0.281	0.523	0.641	Highly Effective	Highly Effective
		1.575	0.148	201	1.575	0.148	1.283	1.427	1.723	1.867	Highly Effective	Highly Effective
0.583	0.113			130	0.583	0.113	0.359	0.470	0.696	0.807	Highly Effective	Highly Effective
0.448	0.142			121	0.448	0.142	0.167	0.306	0.590	0.729	Highly Effective	Highly Effective
0.283	0.220	1.082	0.182	56	0.968	0.162	0.643	0.805	1.131	1.293	Highly Effective	Highly Effective
		0.161	0.063	243	0.161	0.063	0.037	0.098	0.224	0.285	Highly Effective	Highly Effective
0.826	0.176	0.965	0.318	52	0.901	0.195	0.509	0.705	1.097	1.293	Highly Effective	Effective
0.896	0.465			101	0.896	0.465	-0.027	0.431	1.361	1.819	Effective	Highly Effective
-0.064	0.396			43	-0.064	0.396	-0.863	-0.462	0.334	0.735	Effective	Highly Effective
0.230	0.127			233	0.230	0.127	-0.020	0.103	0.357	0.480	Effective	Highly Effective
0.334	0.291			69	0.334	0.291	-0.247	0.042	0.626	0.915	Effective	Highly Effective
-0.061	0.187	0.177	0.169	24	0.058	0.151	-0.254	-0.095	0.211	0.370	Effective	Highly Effective
0.018	0.131	0.427	0.224	59	0.226	0.158	-0.090	0.068	0.384	0.542	Effective	Highly Effective
0.452	0.142	-0.297	0.128	40	0.078	0.117	-0.159	-0.040	0.196	0.315	Effective	Highly Effective
0.257	0.190			59	0.257	0.190	-0.123	0.066	0.448	0.637	Effective	Highly Effective
		0.124	0.089	110	0.124	0.089	-0.052	0.035	0.213	0.300	Effective	Highly Effective
0.209	0.159			87	0.209	0.159	-0.107	0.050	0.368	0.525	Effective	Highly Effective
0.090	0.141			109	0.090	0.141	-0.189	-0.051	0.231	0.369	Effective	Highly Effective
0.312	0.159			212	0.312	0.159	-0.001	0.153	0.471	0.625	Effective	Highly Effective
-0.067	0.117	-0.021	0.087	112	-0.035	0.077	-0.188	-0.112	0.042	0.118	Effective	Effective
0.441	0.559			54	0.441	0.559	-0.680	-0.120	1.002	1.562	Effective	Effective
		0.118	0.263	48	0.118	0.263	-0.411	-0.146	0.382	0.647	Effective	Effective
		-0.085	0.123	262	-0.085	0.123	-0.327	-0.208	0.038	0.157	Effective	Effective
0.211	0.244			88	0.211	0.244	-0.274	-0.033	0.455	0.696	Effective	Effective
-0.187	0.126	-0.172	0.180	82	-0.179	0.122	-0.422	-0.301	-0.057	0.064	Needs Improvement	Highly Effective
-0.474	0.129	0.010	0.225	65	-0.236	0.154	-0.544	-0.390	-0.082	0.072	Needs Improvement	Highly Effective
-0.374	0.207	0.612	0.555	36	-0.264	0.194	-0.658	-0.460	-0.068	0.130	Needs Improvement	Highly Effective
-0.164	0.181	-0.433	0.149	209	-0.228	0.145	-0.514	-0.373	-0.083	0.058	Needs Improvement	Effective
-0.208	0.152	-0.180	0.144	44	-0.194	0.121	-0.438	-0.316	-0.072	0.050	Needs Improvement	Effective
0.033	0.097	-0.244	0.092	121	-0.107	0.077	-0.259	-0.184	-0.030	0.045	Needs Improvement	Effective
-0.483	0.240			48	-0.483	0.240	-0.966	-0.724	-0.242	0.000	Needs Improvement	Effective
		-0.308	0.061	262	-0.308	0.061	-0.428	-0.369	-0.247	-0.188	Unsatisfactory	Highly Effective
-0.296	0.131	-0.802	0.222	60	-0.549	0.156	-0.861	-0.705	-0.393	-0.237	Unsatisfactory	Highly Effective
-0.519	0.196			163	-0.519	0.196	-0.906	-0.715	-0.323	-0.132	Unsatisfactory	Effective
-0.367	0.139			155	-0.367	0.139	-0.642	-0.506	-0.228	-0.092	Unsatisfactory	Effective
-0.418	0.136			42	-0.418	0.136	-0.693	-0.555	-0.281	-0.143	Unsatisfactory	Needs Improvement

Confidence Intervals and Classification

95% Confidence Interval Lower Limit	68% Confidence Interval Lower Limit	68% Confidence Interval Upper Limit	95% Confidence Interval Upper Limit	VAM Classification	Evaluation Rating
0.385	0.501	0.741	0.857	Highly Effective	Highly Effective
-0.517	-0.320	0.062	0.259	Effective	Highly Effective
-0.405	-0.279	-0.023	0.103	Needs Improvement	Highly Effective
-1.130	-1.010	-0.766	-0.646	Unsatisfactory	Highly Effective

Red and Green Sheets

UPDATE:

- 2014-15 Red/Green sheets currently available
- 2015-16 VAM data currently available
- 2015-16 Red/Green sheets will be available once we have final evaluation data from districts

Clinical Educator Training Program

UPDATE:

- The Department continues to review its Clinical Educator Train the Trainer program and will not be offering sessions during the 2016-2017 school year.
- School districts and postsecondary programs are encouraged to continue to use the clinical educator training already in place.
- Paperless memo expected in October.

Clinical Education

Section 1004.04, FS - Public accountability and state approval for teacher preparation programs.—

Requirements of district instructional personnel:

- Have evidence of “clinical educator” training
- A valid professional certificate
- At least 3 years of teaching experience in pk-12
- Must have earned an effective or highly effective rating on the prior year’s performance evaluation or be a peer evaluator under the district’s evaluation system approved under s. [1012.34](#).

Clinical Education

Section 1004.04, FS - Public accountability and state approval for teacher preparation programs.—

- “Any program completer who is employed in a Florida public school during this 2-year period and who earns an evaluation result of developing or unsatisfactory on the school district’s evaluation system implemented under s. [1012.34](#) shall be provided additional training by the teacher preparation program at no expense to the educator or the employer if requested by the employing school district or charter school.”

Title II-A

UPDATE:

- Districts that do not have an approved Title II-A application by September 30th will not receive their next quarterly payment until their application is approved.
- 100% of applications have had an initial review.
 - 32 applications have been approved

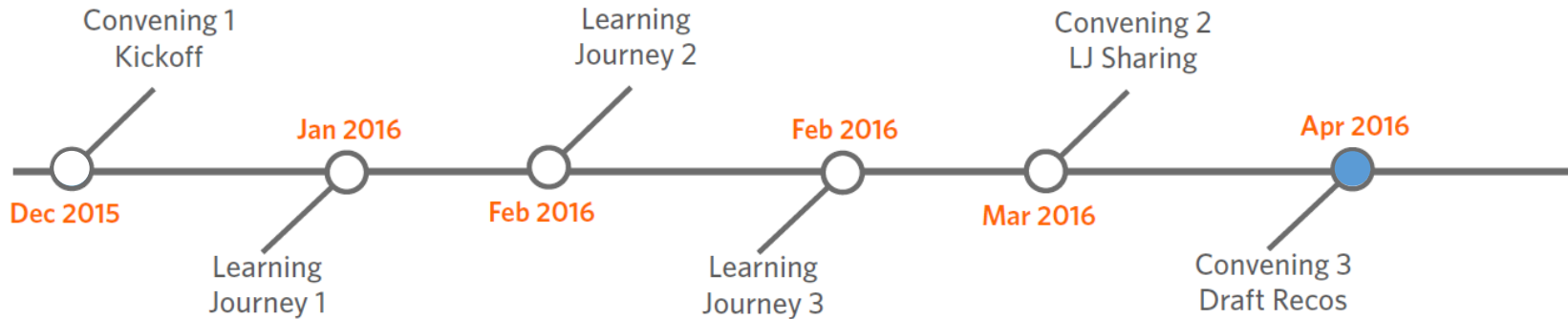


PD Redesign

UPDATE:

Process Map

Year 1 Explore



Year 2 Prototype





Professional Learning Redesign: Prototyping

Why Prototype?

- Prototyping allows us to learn our way forward when we create a new product, service or process
- We take the smallest action step that we believe we can learn something from, and involve users and “critical friends” along the way to give regular feedback
- This means we can manage risk by changing things before too much time and other resources have been committed
- The usability and functionality of the prototype are as important as the concept, so “controlled” and “live” testing with users along the way is critical.



Three Prototypes

1. A Pathway for Instructional Coaching
2. Demonstrating Competence through Micro-credentials
3. Building the Buffet of Learning Options

A Pathway for Instructional Coaching: aims

- How might educators who wish to become coaches demonstrate their capacity, ensure their skills will be recognized, and know that they are both receiving and employing best practices?
- How might coaches have an experience of developmental and formative support that continually extends their skills and capacities?
- The prototyping process aims to explore the way to create a pathway that ensures parity across the state by defining outcomes, but also enables a variety of learning experiences to be used, and supports the free flow of best practices.

Demonstrating Competence through Micro-credentials: aims

- How might we build a coherent and professional “portfolio” that makes best use of micro-credentialing?
- How might we clearly demonstrate the connection between a micro-credential and “on-the-ground” outcomes?
- This prototype will build on the current interest in micro-credentialing across the state, and help to build a coherent framework out of the possibilities available.

Building the Buffet of Learning Options: aims

- How might we begin to explore the idea of a “balanced meal” of learning options that gives educators a range of possibilities and significant freedom of choice, but also guidelines about diversity of learning?
- This prototype area is potentially more significantly far-reaching than the others, since it requires a legislative shift. But beginning to prototype what balanced options might look like, and getting significant feedback from educators would facilitate that process.



Protocol Review Process

UPDATE:

- Revising protocol review process to include a focus on school-based inquiry/implementation cycles.
- Anticipate Spring 2017 pilot.
- Looking for volunteer districts and reviewers.



MIP Plans

UPDATE:

- Please send your letter verifying that the district school board has approved the master inservice plan and that the plan meets the criteria pursuant to this rule shall be sent to the Commissioner by October 1.

Commissioner's Leadership Academy

UPDATE:

- The 2016 CLA includes 184 participants from 60 districts, including 28 second-year participants.
- 3 institutes in Orlando and 5 regional learning walks.
 - October 19-20, January 11, June 21-22
- PD Directors are welcome to join in on regional learning walks.

Growth Mindset Micro-Credential

UPDATE:

- The Department, BloomBoard, and Digital Promise are partnering to offer Florida educators the opportunity to participate in a competency-based learning program on Growth Mindset.
- The program focuses on learning by doing, providing participants access to a collaborative community of educators from across the state dedicated to this critical competency.



Questions



Question

How are districts helping new teachers who are hired but have not passed the General Knowledge Exam? Which state universities have the best passing rates and are they offering online courses that districts could steer teachers to?

2015 First-Time Examinee Pass Rates by Program Type Professional Education and General Knowledge (GK) Tests

Test Name	Non-program		Program (Regular)		Program (EPI)	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Professional Education	5,068	66%	4,509	76%	1,059	80%
GK Subtest 1: Essay	13,382	62%	292	72%	601	66%
GK Subtest 2: English Language Skills (ELS)	13,574	64%	315	77%	601	82%
GK Subtest 3: Reading	13,739	54%	326	62%	612	68%
GK Subtest 4: Mathematics	14,212	54%	370	55%	661	60%
General Knowledge Test (Assessment Level-Passing All Subtest)	12,919	32%	272	53%	579	42%

Note: Group matching is based on Title II records for examinees testing from January through December 2015

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2015 FTCE Competency Performance by Program Type General Knowledge (GK) Test

Test Name	Competency Name	Non-Program		Program (Regular)		Program (EPI)	
		N	% Correct	N	% Correct	N	% Correct
General Knowledge (GK)							
GK Subtest 1: Essay	01 (1) Knowledge of formal college-level writing	16,715	61.6	408	63.1	756	64.0
GK Subtest 2: English Language Skills (ELS)	01 (10) Knowledge of language structure		70.6		74.8		79.2
	02 (10) Knowledge of vocabulary application	16,656	69.7	413	71.6	670	78.7
	03 (20) Knowledge of standard English conventions		67.6		72.1		75.2
GK Subtest 3: Reading	01 (15-16) Knowledge of key ideas and details based on text selections		69.0		70.5		73.1
	02 (9-10) Knowledge of craft and structure based on text selections	18,287	60.6	477	63.1	779	65.8
	03 (12-14) Knowledge of the integration of information and ideas based on text selections		60.2		61.5		62.0
GK Subtest 4: Mathematics	01 (8) Knowledge of number sense, concepts, and operations		68.6		69.6		72.6
	02 (9) Knowledge of geometry and measurement		69.1		68.7		73.0
	03 (13) Knowledge of algebraic thinking and the coordinate plane	18,572	58.5	536	58.7	862	59.5
	04 (14-15) Knowledge of probability, statistics, and data interpretation		68.3		68.3		70.7

Note: Group matching is based on Title II records for all examinees testing from January through December 2015.



2015 FTCE Competency Performance by Program Type Professional Education Test

Test Name	Competency Name	Non-Program		Program (Regular)		Program (EPI)	
		N	% Correct	N	% Correct	N	% Correct
Professional Education							
Professional Education	01 (19-22) Knowledge of instructional design and planning		67.3		70.2		71.7
	02 (15-18) Knowledge of appropriate student-centered learning environments		64.9		68.1		68.3
	03 (20-22) Knowledge of instructional delivery and facilitation through a comprehensive understanding of subject matter		67.1		70.1		70.6
	04 (14-17) Knowledge of various types of assessment strategies for determining impact on student learning		68.9		72.2		72.3
	05 (13-15) Knowledge of relevant continuous professional improvement	6,471	73.5	5,695	73.5	1,254	77.4
	06 (10-11) Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida		77.7		76.7		80.0
	07 (7-8) Knowledge of research-based practices appropriate for teaching English Language Learners (ELLs)		71.6		74.4		74.7
	08 (7-9) Knowledge of effective literacy strategies that can be applied across the curriculum to impact student learning		65.5		70.3		70.6



Question

What additional sources of funding can the DOE help districts locate?



Questions

Contact Information

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