Teacher Preparation Recommendations to the Commissioner of Education from the Teacher and Leader Preparation Implementation Committee- September 12, 2012

The TLPIC recommends the following six performance metrics for inclusion in the accountability model for state-approved teacher preparation programs:

1. **Placement Rate Data‒-** 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.

2. **Retention Rate Data‒-**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.

3. **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 in evaluating programs when a program has at least 10 completers

4. **Student Performance by Subgroups‒-**
   - Use this metric when a program has at least 10 completers over a three year period who are 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

5. **Teacher Evaluation System Results**

6. **Critical Teacher Shortage** metric should be included as a bonus element by simply considering the increase or decrease in the development of teachers in critical shortage areas from one year to the next.[1]

Based on the desired performance outcomes, the TLPIC also recommends the following changes to the program admission requirements, field experience requirements, and the Uniform Core Curriculum:

Admission Requirements

- Remove General Knowledge (GK) test requirement for graduate program admission and allow any Bachelor's degree from an accredited institution to satisfy the requirements for admission.

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[1] Year to year comparisons may need to be adjusted if there is a change in the list of critical teacher shortage areas.

- TLPIC wants the opportunity to revisit minimum GPA requirements when students' performance-based VAM data can be correlated to candidates' admission GPA.

Field Experience Requirements

- A culminating field experience of no less than 10 weeks should be an added requirement for Educator Preparation Institute (EPI) programs prior to program completion (with the opportunity for EPI candidates who are already teaching to complete the internship in their own classrooms with supervision).

- EPIs should have the same clinical faculty requirements that are currently in place for Initial Teacher Preparation (ITP) programs which indicate that program faculty meet state-mandated requirements for supervision of field/clinical experiences and must have at least one of the following:

    o Clinical supervision training, or
    o Valid professional teaching certificate with at least 3 years successful PK-12 teaching experience

- School district personnel supervising the 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 a valid professional certificate with at least three years successful PK-12 teaching experience.

Uniform Core Curriculum

- Standard 1.1.D
  (Knowledge and understanding of Next Generation Sunshine State Standards)
  This standard should be reworded to read, *"Knowledge and understanding of the state's applicable P-12 standards and other applicable P-12 curricular mandates."*

  This specific recommendation is designed to 1) ensure that teacher candidates are well prepared to keep abreast of PK-12 curricular requirements, whether emanating from changing PK-12 standards or from other mandates including interdisciplinary requirements, and 2) ensure that this standard remains applicable through the conversion to common core standards and any future standards revisions.

- Uniform Core Curriculum (UCC) items currently listed as separately itemized UCC elements (items 1.1.F.a through 1.1.F.m) should be reflected in the applicable state standards (FEAPs/PECs for items common to all programs and SACS for items specific to individual certification areas) rather than listed as "add-on" curricular mandates.

- Should new requirements be added by statute or rule, such additions will be relocated into the applicable standards at the earliest opportunity.

- Until a. Higher level mathematic concepts instruction for K-12 students* for Elementary Education (grades K-6), Exceptional Student Education (grades K-12), PreK/Primary Education (age 3-grade 3), Mathematics (grades 6 -12), Middle Grades Mathematics (grades 5- 9), Middle Grades Integrated Curriculum (grades 5-9) only can be moved to the SACS, the committee elected to keep it under other elements of the UCC.

- Other elements e. Information on the state system of school improvement and accountability and j. Educational law should remain as other elements unless the FEAPs are reworded to include these areas.

- All other elements listed below are already covered in the current FEAPs; therefore, should be removed as other elements.

  c. Technology appropriate for the grade
  d. Reading, interpretation and use of data for student achievement
  f. Teaching strategies to meet the needs of diverse student populations
  g. Classroom management
  h. School Safety
  i. Professional ethics
  k. Write and speak in a logical and understandable style with appropriate grammar

- Other element l. Recognize signs of students' difficulty with the reading and computational performance is covered in Reading Competency 2 per Just Read Florida; therefore, l. should be removed as another element of the UCC.

- Other element m. Foundations and History of Education should be removed as another element of the UCC but should be included in the Introduction to Education course.

- Other element b. Math computational skills acquisition and measures to improve P- 12 computational performance should be preceded by the words "understanding the process of… and should only pertain to certain programs including Elementary Education, PK and ESE. New language for b. should read b. *Understanding the process of math computational skills acquisition and measures to improve P- 12 computational performance for the following programs – Elementary Education, PK, and ESE.*

- Add a requirement to the UCC to assess ESE competencies and skills, specifically, using data to identify and support the behavioral and academic needs of students (Multi Tiered System of Support MTSS).