FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR EDUCATIONAL LEADERSHIP (EL) PROGRAMS (Form EL CAS-2016)

Standard 1. Program Candidate and Completer Quality
The program ensures that completers are prepared to serve as school leaders in which prekindergarten through grade 12 (p-12) students are provided high quality instruction to meet high standards for academic achievement.

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

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1. The program describes any changes that were implemented to admission requirements, processes, methods and procedures used to select and admit candidates in meeting the admission requirements outlined in s. 1012.562, F.S., and 6A-5.081, F.A.C., including candidates' instructional expertise and leadership potential. 2. The program annually reports data on candidates who applied to, were admitted to, and enrolled in the program.	• A year-by-year institutional or district table reflecting number of candidates who applied to, were admitted into, and enrolled in the program. • Summary describing the instructional expertise and leadership potential of all candidates admitted.	• Off-site: Department identifies questions or areas that need further examination as a result of review of the program summary report and annual IPEPs. • On-site: Department seeks evidence in the form of interviews, school site observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

Indicator 1.2: The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in school leadership.		
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1. The program describes any changes to its curricula, and submits the appropriate matrix to demonstrate the alignment of the curricula to the Florida Principal Leadership Standards (FPLS) as defined in 6A-5.081, F.A.C. 2. The program describes any changes to its curricula, and submits the appropriate matrix to demonstrate the alignment of the curricula to the Competencies and Skills Required for Certification in Education Leadership in Florida (Florida Educational Leadership Examination/FELE) prescribed in 6A-4.00821, F.A.C. 3. The program describes any changes made to the training to ensure it is aligned to the partnering district's personnel evaluation criteria under s. 1012.34, F.S. 4. The program describes any changes that were implemented for collecting and analyzing candidate performance data at the individual and program level to ensure each candidate's mastery of the competency-based training and field experiences, and successfully passing each subsection of the Florida Educational Leadership Examination (FELE). 5. The program describes the assistance provided to and status of candidates who did not demonstrate mastery of competencies for each component of the curricula. 6. The program describes the assistance provided to and status of candidates who were not successful in	A program summary report is not required.	• Off-site: Department identifies questions or areas that need further examination as a result of review of the program summary report and annual IPEPs. • On-site: Department seeks evidence in the form of interviews, school site observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

passing any subtest of the FELE.
 7. The program reports the following information on any program completer who is employed in a Florida public school during the first 2 years immediately following completion of the program or following initial certification, whichever occurs first, and the district or charter school requests additional training for the educator.
    a) Number of program completers reported under the 2-year guarantee;
    b) School district or charter school where assistance was requested;
    c) Description of the assistance provided by the program; and
    d) Description of the outcomes of the assistance provided.		

Indicator 1.3: The program must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to s. 1012.56(1), F.S., by annually submitting an institutional program evaluation plan that includes specific data for program candidates and completers.

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1. The program describes any changes that were implemented in the monitoring, collecting, evaluating and analyzing of program candidate and completer data on: a) Number and passage rate of candidates on the Florida Educational Leadership Examination (FELE), including subtest results at the	A program summary report is not required.	• Off-site: Department identifies questions or areas that need further examination as a result of review of the program summary report and annual IPEPs. • On-site: Department seeks evidence in the form of interviews,

competency level; b) Number and passage rate of candidates who passed the FELE on the first attempt; c) Number and percentage of program completers who are placed in school leadership positions in Florida public schools; d) Results from program completers' performance evaluations required under s. 1012.34, F.S.; e) Impact that program completers have on student learning as measured by the formulas pursuant to s. 1012.34(7), F.S.; f) Number and percentage of completers from partnering school districts who take advantage of the two-year guarantee; g) Number and percentage of completers from non-partnering school districts who take advantage of the two-year guarantee; h) Survey data from program completers and partnering school districts; and i) Other data results that the program collected.	school site observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

Standard 2. Field Experiences
The program provides high-quality field experiences in a variety of purposeful p-12 settings that offer candidates opportunities to practice the core expectations for an effective school administrator as defined in Rule 6A-5.080, F.A.C., and with sustained opportunities to contribute to improving student achievement in the classrooms of p-12 colleagues.

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.

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1. The postsecondary institution's program describes changes to:
  a) Partnership agreement(s) between the institution and school districts (submit revised partnership agreement).
2. The institution or school district program describes changes to:
  a) How field experience and internship placement settings are selected, utilized, and evaluated;
  b) The criteria and plan for selecting and training individuals at the institution and/or the district who supervise and support candidates during their field experiences;
  c) The process for verifying that faculty and staff who supervise field experiences have participated in activities in p-12 school settings; and
  d) The process or plan for ensuring candidates have field experiences in a variety of purposeful p-12 settings.
	A program summary report is not required.	• Off-site: Department identifies questions or areas that need further examination as a result of review of the program summary report and annual IPEPs.
		• On-site: Department seeks evidence in the form of interviews, school site observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

Indicator 2.2: Program candidates are placed in high quality field experiences to practice and ultimately demonstrate Florida Principal Leadership Standards defined in Rule 6A-5.080, F.A.C.		
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The program describes changes to the process or plan for how: 1. Program candidates demonstrate the core expectations of effective school administrators during field experiences; 2. Candidates receive feedback during field experiences and internships, including strategies for improvement; 3. Candidates' performance in high quality field; experiences are collected, evaluated and analyzed; and 4. Support is determined, administered and monitored for program candidates who are not successful during field experiences and internships.	A program summary report is not required.	• Off-site: Department identifies questions or areas that need further examination as a result of review of the program summary report and annual IPEPs. • On-site: Department seeks evidence in the form of interviews, school site observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

Standard 3. Program Effectiveness
The program demonstrates a commitment to continuous improvement by evaluating the effectiveness of its candidates and completers and determining areas for program improvement.

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

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1. The program provides aggregated data in the reporting year on program candidates and program completers including, but not limited to: a) Program candidates' passage rate on the FELE, including subtest results at the competency level; b) Program candidates' passage rate on the FELE who are first-time test takers; c) Number and percentage of program completers who complete the program and are placed in school leadership positions in Florida public schools d) Results from program completers' performance evaluations required under s. 1012.34, F.S.; e) Impact that program completers have on student learning as measured by the formulas pursuant to s. 1012.34(7), F.S.; f) Number and percentage of program completers from partnering school districts who took advantage of the two-year guarantee; g) Number and percentage of program completers from non-partnering school districts who took advantage of the two-year guarantee; and h) Other data results from the program.	The program prepares a summary or synthesis of data collected over the continued approval period as evidenced in the annual IPEPs and describes patterns and themes of changes made to the program as a result of data analysis.	• Off-site: Department identifies questions or areas that need further examination as a result of review of the program summary report and annual IPEPs. • On-site: Department seeks evidence in the form of interviews, school site observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

2. The program describes assistance provided to any program completer(s) as a result of the two-year guarantee.		

Indicator 3.2: The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.		
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The program describes for the reporting year: 1. Specific program elements identified by aggregated data analyses that were determined as areas of strength and areas for growth for continuous program improvement. 2. Stakeholders including program completers and district partners (roles and responsibilities) involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning and how stakeholder input was used. 3. Specific programmatic enhancements and changes that were made (or will be made) as a result of the decision-making process.	1. The program prepares a continued approval period summary or synthesis of continuous improvement outcomes that include: • Program elements identified as strengths and areas for growth; • Stakeholder involvement in programmatic decision-making; and • How it used the data results for program enhancements and programmatic changes.	• Off-site: Department identifies questions or areas that need further examination as a result of review of the program summary report and annual IPEPs. • On-site: Department seeks evidence in the form of interviews, school site observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

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Scoring Rubric

Continued Approval Summative Rating Scoring Rubric	Full Approval with Distinction	Full Approval	Denial
Each indicator for each continued approval standard is reviewed and scored as follows: 3 = Acceptable 2 = Needs Improvement 1 = Unacceptable	"Acceptable" for all indicators of Standards 1, 2 and 3	Does not meet criteria for Level 4 but meets the following criteria: "Acceptable" for each indicator of Standard 3, and indicators 1.2 and 1.3 of Standard 1 AND No score of "Unacceptable" in any indicator of Standards 1 and 2	"Needs Improvement" for one or more indicators of Standard 3, or indicators 1.2 and 1.3 of Standard 1 OR "Unacceptable" on any indicator of Standards 1, 2 and 3.