

### **6A-5.081 Approval of School Leadership Programs.**

This rule sets forth the requirements and implementation of the approval process for each type of school leadership program offered by a Florida postsecondary institution or public school district, charter school, or charter management organization.

(1) Definitions. For the purposes of this rule, the following definitions apply.

(a) “Academic year” means the period of time during which program candidates attend or complete a state-approved school leader preparation program. This includes summer term, fall term and spring term.

(b) “Competencies and Skills Required for Certification in Educational Leadership in Florida” mean those practices described in Rule 6A-4.00821, F.A.C., which is incorporated herein by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-16031>). A copy of Rule 6A-4.00821, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(c) “Competency-based” means that participants in school leader preparation programs must demonstrate the skill sets and knowledge bases outlined in the Florida Educational Leadership Standards.

(d) “Continued approval” means that subsequent to an initial approval, a school leadership program has been granted the authority to operate for a five-year period. The basis for continued approval is outlined in the documents entitled Florida Department of Education Continued Program Approval Standards for Level I Educational Leadership Programs, Form EL CAS-2023; and Florida Department of Education Continued Program Approval Standards for Level II School Principal Programs, Form SP CAS-2023.

(e) “eIPEP” or “electronic Institutional Program Evaluation Plan” means a Department-maintained web-based tool that serves as a data repository, data collection and reporting tool for both program performance data as well as a repository of continued approval goals and strategies for state-approved school leadership programs.

(f) “Field experiences” mean activities conducted in a variety of prekindergarten through grade 12 settings that are designed to give the program candidate the ability to practice and demonstrate competence in the expectations of effective school administrators outlined in the Florida Educational Leadership Standards.

(g) “Florida Educational Leadership Standards” mean those practices described in subsection 6A-5.080(2), F.A.C., which is incorporated herein by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-16032>). A copy of Rule 6A-5.080, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(h) “Initial approval” means that a new school leadership program has been granted the authority to operate for a five-year period. The basis for initial approval is outlined in the documents entitled Florida Department of Education Initial Program Approval Standards for Level I Educational Leadership Programs, Form EL IAS-2023; and Florida Department of Education Initial Program Approval Standards for Level II School Principal Programs, Form SP IAS-2023.

(i) “Institutional Program Evaluation Plan” or “IPEP” means the annual plan developed by each approved Level I or Level II program to describe its review and analysis of program candidate and program completer data and how the results will impact continuous program improvements as part of its continued approval process.

(j) “Instructional expertise” means documented successful demonstration of the standards for effective educators outlined in the Florida Educator Accomplished Practices (FEAPs) and a documented track record of achieving student gains. Acceptable documentation of instructional expertise must include a rating of “effective” or higher on the “Performance of Students” and “Instructional Practice” sections of the candidate’s two most recent performance evaluations per Section 1012.34, F.S. For candidates who are not employed by a Florida public school district, a provider may accept alternative equivalent documentation demonstrating two years of effective instruction with a record of student learning gains.

(k) “Leadership potential” means the critical skills and dispositions that a candidate must demonstrate prior to entering the program. At a minimum, these qualifications must include an analysis of the candidate’s relentless focus on improving student achievement in their own classrooms and contributing to the demonstrable improvement of teaching effectiveness in the classrooms of colleagues.

(l) “Level I educational leadership program” (Level I program) means a program eligible to be offered by a post-secondary institution, school district, charter school, or charter management organization that leads to certification in educational leadership for the purpose of preparing individuals to serve as school administrators.

(m) “Level II school principal program” (Level II program) means a program eligible to be offered by a school district, charter school, or charter management organization that builds upon Level I program training and leads to certification as a school principal.

(n) “Partner” means to develop and maintain a collaborative professional relationship with agreed upon goals and outcomes. Partnerships must include evidence that the institution, school district(s), charter school(s), or charter management organization(s) work together to:

1. Determine program admission standards, and identify and select candidates,
2. Provide job-embedded field experiences for program candidates; and,
3. Identify strategies for continuous improvement of the program based upon a review of the performance of program candidates and the performance of program completers using aggregate data from performance evaluations.

(o) “Placement rate” means the number of program completers reported annually by each program to the Department who are identified by the Department’s Staff Information System, as prescribed in Section 1008.385(2), F.S., as employed in a full-time or part-time school administrator position in a Florida public school district, including charter schools, within three years of program completion. If a program provides documentation of a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

(p) “Program admission standards” mean the minimum requirements an applicant must meet to be considered for entry into an educational leadership preparation program. The program admission standards for all programs must define (1) candidate grade point average (GPA) requirements, (2) candidate professional qualifications, to include minimum “instructional expertise” and “leadership potential” standards, and (3) candidate selection processes used to determine admission status.

(q) “Program candidate” means an individual who has been admitted into and is currently enrolled in but has not yet completed Level I or Level II program approved under this rule.

(r) “Provider” means an entity that is authorized to offer a Level I or Level II program, as defined in this rule.

(s) “Program completer” means an individual who has satisfied all Level I or Level II program requirements approved under this rule.

(t) “School leadership positions” mean the administrative personnel positions that are defined in Section 1012.01(3)(c), F.S.

(2) Requirements and processes for initial request and approval of Level I and Level II programs.

(a) Requirements for approval of Level I programs:

1. Providers shall employ faculty who are qualified to teach courses required in the program. Faculty and staff who supervise field experiences shall document annual onsite participation in activities in prekindergarten through grade 12 school settings.

2. A postsecondary institutional program shall provide evidence of its partnership with at least one school district as approved under this rule.

3. A postsecondary institutional program may include a modified version of its approved program to individuals who hold a master’s or higher degree, provided the institution has a means to document that the completer of the modified program has met all program requirements.

4. Providers shall describe the qualifications used for admission and admit only candidates that demonstrate instructional expertise and leadership potential as approved under this rule.

5. Providers shall describe how competency-based training is aligned to the Florida Educational Leadership Standards.

6. Providers shall describe how training shall be aligned to the personnel evaluation criteria under Section 1012.34, F.S.

7. Providers shall only endorse as program completers candidates who demonstrate all of the Florida Educational Leadership Standards at the initial certification level and earn passing scores on all portions of the Florida Educational Leadership Examination required in Section 1012.56, F.S.

8. Except for postsecondary institutions, a provider shall offer its approved Level I program only to its employees who hold a master’s degree from an accredited or approved institution as described in Rule 6A-4.003, F.A.C. Programs may provide for admission of candidates without this degree, provided that the provider includes a process of formally notifying such candidates that they are not eligible to complete the program without official documentation of the master’s degree.

(b) Processes for submission of a Level I program for initial approval:

1. The president or chief executive officer of a Florida post-secondary institution, a charter school or charter management organization or a public school district superintendent who seeks approval to offer a Level I program, shall submit a written request which is further described in the documents, Florida Department of Education Request to Submit Form-Educational Leadership, Form RTS-EL 2023 within thirty (30) business days prior to January 15,

April 15, July 15, and October 15. The Department will inform the institution or district superintendent in writing of the receipt of a fully completed request within five (5) business days.

2. Upon written verification by the Department of a fully completed request, the provider shall submit to the Department an electronic application, which is further described in the documents, Florida Department of Education Initial Program Approval Standards for Level I Educational Leadership Programs, Form EL IAS-2023 by January 15, April 15, July 15, and October 15.

3. The Department shall conduct a review of the electronic application submitted in support of the request for initial approval within ninety (90) days of receipt of the application. The Department shall notify the provider in writing of the following:

a. Receipt of the electronic application.

b. Missing or deficient elements and provide a period of ten (10) business days for the program to submit supplemental information or documentation to address the deficit(s).

c. Approval or denial of approval for each program included in the request. A denial of approval shall identify the reason(s) for the denial and the deficiencies. A program that receives a denial of approval may reapply for initial approval.

(c) Requirements for approval of Level II programs:

1. With the exception of former military officers that qualify for admittance under Section 1012.55(1)(e)l., F.S., a provider shall only admit candidates who hold a valid Florida Educator's Certificate in the area of educational leadership, education administration, or administration and supervision pursuant to requirements of Rule 6A-4.0083, F.A.C., and who are employed in a public school within the district in a school leadership position through which the candidate can fully demonstrate the competencies associated with the Florida Educational Leadership Standards.

2. The provider shall only admit candidates who have earned a highly effective or effective evaluation rating under Section 1012.34, F.S.,

3. The provider shall describe how it provides individualized instruction using a customized learning plan for each candidate, and the competency-based training that is aligned to its school administrator evaluation criteria under Section 1012.34, F.S., and the William Cecil Golden Professional Learning Program for School Leaders under Section 1012.986, F.S.

4. The provider shall ensure individuals who are designated as program completers have satisfactorily performed instructional leadership responsibilities as measured by the school district's school administrator evaluation system under Section 1012.34, F.S., for persons employed by the school district or by the charter school or charter management organization.

(d) Processes for submission of a Level II program for initial approval:

1. The president or chief executive officer of a charter school or charter management organization or a public school district superintendent who seeks approval to offer a Level II program, shall submit a written request which is further described in the document, Florida Department of Education Request to Submit Form-Level II School Principal Program, Form RTS-SP 2023, within thirty (30) business days prior to January 15, April 15, July 15, and October 15. The Department will inform the president or chief executive officer or district superintendent in writing of the receipt of a fully completed request within five (5) business days.

2. Upon written verification by the Department of a fully completed request, the provider shall submit to the Department an electronic application, which is further described in the document, Florida Department of Education Initial Program Approval Standards for Level II School Principal Programs, Form SP IAS-2023, by January 15, April 15, July 15, and October 15.

3. The Department shall conduct a review of the electronic application submitted in support of the request for initial approval within ninety (90) days of receipt of the application. The Department shall notify the provider in writing of the following:

a. Receipt of the electronic application.

b. Missing or deficient elements and provide a period of ten (10) business days for the program to submit supplemental information or documentation to address the deficit(s).

c. Approval or denial of approval for each program included in the request. A denial of approval shall identify the reason(s) for the denial and the deficiencies. A program that receives a denial of approval may reapply for initial approval.

(3) Requirements and processes for continued approval of Level I and Level II programs.

(a) Reporting processes for continued approval are as follows:

1. The program has procedures/processes to ensure annual continuous improvement, review and make modifications if needed to maintain compliance with statutory changes when needed. Reporting instructions to the Department for these procedures will be posted.

~~2.4.~~ Each provider shall annually submit program candidate and completer data to the Department's secure management information system.

~~3.2.~~ By November 15 of each year, each provider shall submit via the Department's eIPEP platform located at <https://www.florida-eipep.org/>, a program evaluation plan in accordance with Florida Department of Education Continued Program Approval Standards, Form EL CAS-2023 for Level I programs; or Form SP CAS-2023 for Level II programs.

~~4.3.~~ During the final year of the program approval period, the Department shall conduct a continued approval site visit that will include a review of each approved program. The purpose of the site visit shall be to review evidence of the program's implementation of the continued approval standards described in the document, Florida Department of Education Continued Program Approval Standards, Form EL CAS-2023 or Form SP CAS-2023. The site visit shall also include a review of the annual program evaluation plans described in subparagraph (3)(a)2. of this rule. At the end of the site visit, a summative rating score shall be calculated based on criteria outlined in the forms: Form EL CAS-2023 for Level I programs or Form SP CAS-2023 for Level II programs.

~~5.4.~~ A program that has three (3) consecutive years within the continued approval period with no completers shall not receive a continued approval site visit, or a summative rating score.

(b) At the end of the continued approval period, the Department shall examine the summary findings with summative rating score from the site visit review. The Commissioner shall grant continued approval or denial of approval for each state-approved Level I or Level II program based on the continued approval summative rating scale and shall notify provider in writing of the decision. The continued approval summative rating scale is as follows:

1. Full Approval with Distinction rating: the program has earned "Acceptable" for all indicators of Standards 1, 2 and 3.

2. Full Approval rating: the program has earned "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.

3. Denial of Approval rating: the program has earned "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. A program that receives a denial of approval rating may reapply for initial approval as specified in subsection (2) of this rule.

(4) Pursuant to Section 1012.562(2)(c), F.S., a Level I program must guarantee the high quality of personnel who complete the program for the first two (2) years after program completion or the person's initial certification as a school leader, whichever occurs first. If a person who completed the program is evaluated in a school leadership position at less than highly effective or effective under Section 1012.34, F.S., and the person's employer requests additional training, the Level I program must provide additional training at no cost to the person or his or her employer.

(5) Program Requirements

(a) Section 1012.562(4), F.S., curriculum for Level I and Level II programs must not:

1. Violate s. 1000.05, F.S.

2. Distort significant historical events. Distortion of historical events in curriculum and instruction is the presentation, the assignment of instructional resources, or learning activities that give a misleading or false account or impression. Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory (CRT). CRT is the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons. Curriculum and instruction may not utilize material from the 1619 Project.

3. Promote identity politics. Promoting identity politics is the presentation, the assignment of instructional resources, or learning activities that promote the theory that an individual inherently adheres to a particular political viewpoint based on one's race, color, national origin, sex, disability, religion, or marital status.

4. Endorse theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities. For the purposes of this rule, institutions refer to the initial creation and foundational structure of the legislative, executive, and judicial branches of the United States government.

(b) School leader preparation programs must afford candidates the opportunity to demonstrate mastery of program content, including instructional leadership strategies, coaching development, school safety, and continuous improvement efforts.

~~(6.5)~~ The following forms are hereby incorporated by reference and made a part of this rule. Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(a) Florida Department of Education Initial Program Approval Standards for Level I Educational Leadership Programs, Form EL IAS-2023 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-16033>), effective November 2023.

(b) Florida Department of Education Initial Program Approval Standards for Level II School Principal Programs, Form SP IAS-2023 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-16034>), effective November 2023.

(c) Florida Department of Education Continued Program Approval Standards for Level I Educational Leadership Programs, Form EL CAS-2023 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-16035>), November 2023.

(d) Florida Department of Education Continued Program Approval Standards for Level II School Principal Programs, Form SP CAS-2023 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-16036>), effective November 2023.

(e) Florida Department of Education Request to Submit Form-Level I Educational Leadership Program, Form RTS-EL 2023 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-16037>), effective November 2023.

(f) Florida Department of Education Request to Submit Form-Level II School Principal Program, Form RTS-SP 2023 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-16038>), effective November 2023.

*Rulemaking Authority 1001.02, 1012.562, 1012.986 FS. Law Implemented 1012.56, 1012.562, 1012.986 FS. History—New 6-20-07, Amended 12-20-16, 11-28-18, 11-21-23.*

# FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR LEVEL I EDUCATIONAL LEADERSHIP PROGRAMS (FORM EL IAS-2023)

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## **Instructions:**

A Florida postsecondary institution, public school district, charter school, or charter management organization seeking initial approval of its Level I educational leadership program, authorized in section 1012.562, Florida Statutes (F.S.), shall submit an electronic program application via the eIPEP system at <https://www.florida-eipep.org> that contains a description and supporting evidence of the design, delivery, curriculum content, and evaluation of the specified program. The Florida Department of Education Initial Program Approval Standards for Level I Educational Leadership Programs (Form EL IAS-2023) contains the specifications for what must be included in an initial application. Applications must be submitted to the department by the quarterly deadlines of January 15, April 15, July 15, or October 15.

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**A program application shall contain the following:**

**Standard 1. Program Candidate and Completer Quality**

The program ensures 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 Rule 6A-5.081, F.A.C.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. Partnering school district(s) role in determining admission standards, and identifying and selecting candidates;
2. Admission requirements and procedures used to determine a candidate has met the admission requirements outlined in section 1012.562(2)(a), F.S., and Rule 6A-5.081, F.A.C., to include:
  - a. Candidate academic achievement requirements;
  - b. Candidate professional qualifications, to include a candidate's instructional expertise and leadership potential;
3. Candidate selection process used to determine entry into a program, which may include written performance assessments and interviews; and
4. Plan for annually collecting, monitoring, analyzing, and reporting data on candidates who applied to, were admitted to, and enrolled in the program.

**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.

The following information must be provided to receive a rating of Acceptable.

The program provides:

1. A matrix that describes the critical tasks, assignments, and assessments during coursework, field experience(s), and internship(s) for the competencies and skills associated with each component of the curricula in alignment with the Florida Educational Leadership Standards (FELS) as defined in Rule 6A-5.080, F.A.C., including:
  - a. Prefix, number, and title for each course within the competency-based curricula aligned to each assistant principal descriptor of the FELS;
  - b. Performance measure or indicator that is being assessed; and
  - c. Title and description of critical task or assessment activity.
2. The program submits a statement that the program does not distort historical events, does not include curriculum or instruction that promotes identity politics, violates s. 1000.05 or is based on theories that systematic racism, sexism, oppression and privilege are inherent in the institutions of the United States and were created to maintain social, political and economic inequities. (For the purpose

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of this requirement, identity politics means learning activities that promote the theory that an individual adheres to a political viewpoint based on the persons race, color, national origin, sex, disability, religion or marital status.)

3. A matrix that describes the alignment of The Competencies and Skills Required for Certification in Educational Leadership in Florida prescribed in Rule 6A-4.00821, F.A.C., Florida Educational Leadership Examination (FELE) and the program curricula, including:
  - a. Prefix, number, and title for each course within the competency-based curricula aligned to each of the FELE competencies and skills;
4. The plan for how training provided through the program will be aligned to the personnel evaluation criteria under section 1012.34, F.S.;
5. The program ensures that its decisions about whether a completer possesses the required knowledge, skill and professional behaviors in teacher preparation are based upon performance and skill and are not based upon race, color, sex, national origin or other classifications of the individual.
6. The process of how the program will assess, monitor, and document each program candidate's practice and mastery of:
  - a. The FELS as defined in Rule 6A-5.080, F.A.C.; and
  - b. The Competencies and Skills Required for Certification in Educational Leadership in Florida prescribed in Rule 6A-4.00821, F.A.C.;
7. The plan for analyzing candidate performance data at the individual level to ensure candidate's mastery of the curricula;
8. The plan for providing documented remediation, mentoring, and coaching feedback to support the program candidate's progression throughout the program and mastery of the curricula;
9. The plan for collecting and analyzing FELE results to ensure each candidate possesses the competencies and skills relevant for professional practices and work characteristics in school leadership;
10. The plan for providing remediation and feedback to candidates who are unsuccessful in passing all subtests of the FELE; and
11. The plan to monitor and support program completers who were referred by the employing school district during the first two years immediately following program completion (two-year guarantee). The plan must include criteria for developing an individualized plan with specific learning outcomes and documenting 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 section 1012.562(1), F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. The process of how it will collect, monitor, and analyze evidence on an annual basis to include:
  - a. Number and passage rate of program candidates on the FELE, including subtest results at the competency level;
  - b. Number and percentage of program candidates who passed the FELE on the first attempt;



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- 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 section 1012.34, F.S.;
- e. Impact that program completers have on student learning as measured by the formulas pursuant to section 1012.34(7), F.S.;
- f. Number and percentage of program completers from partnering school districts who take advantage of the two-year guarantee;
- g. Number and percentage of program 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 under consideration by the program.

## 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 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. Field experience offer candidates the opportunity to demonstrate mastery of instructional leadership strategies, coaching development and school safety practices.

**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.

The following information must be provided to receive a rating of Acceptable.

If the program is provided by a postsecondary institution, the program describes:

1. The partnership agreement that will be adopted by the postsecondary institution and the school district(s) where program candidates will be placed to ensure high-quality field experiences in accordance with section 1012.562(2)(a)2., F.S., and described further in Rule 6A- 5.081, F.A.C. The partnership agreement(s) must also be submitted.

The program describes:

2. How field experience and internship placement settings are selected, utilized, and evaluated relative to the standards and competencies outlined in Rule 6A-5.080, F.A.C., and Rule 6A-4.00821, F.A.C., and in service of the purpose of school leader preparation programs highlighted in section 1012.562(1), F.S.;
3. The criteria and plan for selecting and training individuals who supervise and support candidates during their field experiences;
4. The process for verifying that faculty and staff who supervise field experiences have participated in activities in prekindergarten through grade 12 school settings; and
5. The process or plan for ensuring candidates have field experiences in a variety of purposeful p-12 settings and the opportunity to demonstrate leadership strategies, coaching developing and school safety practices.

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**Indicator 2.2:** Program candidates are placed in high-quality field experiences to practice and ultimately demonstrate competence in the FELS, as defined in Rule 6A-5.080, F.A.C.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. How program candidates demonstrate the expectations of effective school administrators during field experiences;
2. How candidates receive feedback during field experiences and internships, including strategies for improvement;
3. The process or plan for how program candidates' performance in high-quality field experiences will be collected, evaluated, and analyzed; and
4. The process or plan for how support will be determined, administered, and monitored for program candidates who are not successful during field experiences and internships.

**Standard 3. Program Effectiveness**

The program demonstrates a commitment to continuous improvement that is sustained and evidence-based 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.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. The continuous improvement process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including:
  - a. Number and passage rate of program candidates on the FELE, including subtest results at the competency level;
  - b. Number and passage rate of program candidates who are first-time test takers of the FELE;
  - 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 section 1012.34, F.S.;
  - e. Impact that program completers have on student learning as measured by the formulas pursuant to section 1012.34(7), F.S.;
  - f. Number and percentage of program completers in partnering school districts who take advantage of the two-year guarantee;
  - g. Number and percentage of program completers in non-partnering school districts who take advantage of the two-year guarantee; and
  - h. Other data results under consideration by the program.

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**Indicator 3.2:** The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. The process it will use for examining individual and aggregated data on program candidate and program completer performance and impact to determine areas of strength and areas for growth for program improvement and drive decisions for programmatic enhancements and improvement;
2. Strategies for involving program completers, partnering districts, and other stakeholders in the program evaluation process; and
3. Roles and responsibilities of stakeholders who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning, including how stakeholder input will be used.

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## SCORING GUIDE

**Each indicator shall receive a rating of Acceptable or Unacceptable based on the narrative description and documentation in the application. The indicator ratings are as follows:**

**Acceptable = A**

The evidence presented in the application is clearly described and in alignment with the indicator. The narrative is well-articulated, realistic, and contains all required elements. Documentation is complete.

**Unacceptable = U**

The evidence presented in the application is incomplete, not clearly described or is not in alignment with the indicator. The narrative or supporting documents do not address or satisfy the described elements.

OVERALL RATING SUMMARY FOR INDICATORS			
STANDARD 1	INDICATOR 1.1	INDICATOR 1.2	INDICATOR 1.3
STANDARD 2	INDICATOR 2.1	INDICATOR 2.2	
STANDARD 3	INDICATOR 3.1	INDICATOR 3.2	

Enter an **A** or **U** for each indicator based on the rating scale above.

## SUMMATIVE RATING

**The results of the ratings for all indicators within each standard will determine the summative rating:**

**Full Approval – Program has earned “acceptable” for all indicators.**

**Denied – Program has earned “unacceptable” on one or more indicators.**

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<p><b>Standard 1. Program Candidate and Completer Quality</b> 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.</p>		
<p><b>Indicator 1.1:</b> Each program consistently applies admission requirements in accordance with section 1012.562, F.S., and Rule 6A-5.081, F.A.C.</p>		
Annual Institutional Program Evaluation Plan (IPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<ol style="list-style-type: none"> <li>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 section 1012.562, F.S., and Rule 6A-5.081, F.A.C., including candidates’ instructional expertise and leadership potential.</li> <li>The program annually reports data on candidates who applied to, were admitted to, and enrolled in the program</li> </ol>	<p>The program provides:</p> <ul style="list-style-type: none"> <li>A year-by-year table reflecting the number of candidates who applied to, were admitted to, and enrolled in the program; and</li> <li>A summary describing the instructional expertise and leadership potential of all candidates admitted.</li> </ul>	<ul style="list-style-type: none"> <li>Off-site: Department identifies questions or areas that need further examination as a result of review of the program summary report and annual IPEPs.</li> <li>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.</li> </ul>

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR  
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<b>Indicator 1.2:</b> 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.		
<b>Annual Institutional Program Evaluation Plan (IPEP)</b>	<b>Continued Approval Program Summary Report</b>	<b>Continued Approval Site Visit</b>
<ol style="list-style-type: none"> <li>The program describes any changes to its curricula, and submits the appropriate matrix to demonstrate the alignment of the curricula to the Florida Educational Leadership Standards (FELS) as defined in Rule 6A-5.080, F.A.C.</li> <li><u>The program submits a statement that the program does not distort historical events, does not include curriculum or instruction that promotes identity politics, violates s. 1000.05 or is based on theories that systematic racism, sexism, oppression and privilege are inherent in the institutions of the United States and were created to maintain social, political and economic inequities. (For the purpose of this rule, identity politics means learning activities that promote the theory that an individual adheres to a political viewpoint based on the persons race, color, national origin, sex, disability, religion or marital status.)</u></li> <li>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 Educational Leadership in Florida prescribed in Rule 6A-4.00821, F.A.C., Florida Educational Leadership Examination (FELE).</li> </ol>	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> <li>Off-site: Department identifies questions or areas that need further examination as a result of review of the program summary report and annual IPEPs.</li> <li>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.</li> </ul>

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR  
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<p>4. If the program is provided by a postsecondary institution, the program describes any changes made to the training to ensure it is aligned to the partnering district’s personnel evaluation criteria under section 1012.34, F.S.</p> <p>5. <u>The program ensures that its decisions about whether a completer possesses the required knowledge, skill and professional behaviors in teacher preparation are based upon performance and skill and are not based upon race, color, sex, national origin or other classifications of the individual.</u></p> <p>6. 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 FELE.</p> <p>7. The program describes the assistance provided to and status of candidates who did not demonstrate mastery of competencies for each component of the curricula.</p> <p>8. The program describes the assistance provided to and status of candidates who were not successful in passing any subtest of the FELE.</p> <p>9. The program reports the following information on any program completer who is employed in a Florida public school during the first two 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.</p>		
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**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR  
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<ul style="list-style-type: none"><li>• Number of program completers reported under the two-year guarantee;</li><li>• School district or charter school where assistance was requested;</li><li>• Description of the assistance provided by the program; and</li><li>• Description of the outcomes of the assistance provided.</li></ul>		
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**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR  
LEVEL I EDUCATIONAL LEADERSHIP PROGRAMS (FORM EL CAS-2023)**

<p><b>Indicator 1.3:</b> The program must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to section 1012.56(1), F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers.</p>		
<p align="center"><b>Annual Institutional Program Evaluation Plan (IPEP)</b></p>	<p align="center"><b>Continued Approval Program Summary Report</b></p>	<p align="center"><b>Continued Approval Site Visit</b></p>
<p>1. The program describes any changes that were implemented in the monitoring, collecting, evaluating, and analyzing of program candidate and completer data on:</p> <ul style="list-style-type: none"> <li>a. Number and passage rate of candidates on the FELE, including subtest results at the competency level;</li> <li>b. Number and passage rate of candidates who passed the FELE on the first attempt;</li> <li>c. Number and percentage of program completers who are placed in school leadership positions in Florida public schools;</li> <li>d. Results from program completers' performance evaluations required under section 1012.34, F.S.;</li> <li>e. Impact that program completers have on student learning as measured by the formulas pursuant to section 1012.34(7), F.S.;</li> <li>f. Number and percentage of completers from partnering school districts who take advantage of the two-year guarantee;</li> <li>g. Number and percentage of completes from non-partnering school districts who take advantage of the two-year guarantee;</li> <li>h. Survey data from program completers and partnering school districts; and</li> </ul>	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> <li>• Off-site: Department identifies questions or areas that need further examination as a result of review of the program summary report and annual IPEPs.</li> <li>• 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.</li> </ul>

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR  
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i. Other data results that the program collected.		
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**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR  
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<p><b>Standard 2. Field Experiences</b> The program provides high-quality field experiences in a variety of purposeful p-12 settings that offer candidates opportunities to practice the 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. <u>Field experience offer candidates the opportunity to demonstrate mastery of instructional leadership strategies, coaching development and school safety practices.</u></p>		
<p><b>Indicator 2.1:</b> 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.</p>		
<p><b>Annual Institutional Program Evaluation Plan (IPEP)</b></p>	<p><b>Continued Approval Program Summary Report</b></p>	<p><b>Continued Approval Site Visit</b></p>
<p>1. The postsecondary institution’s program describes changes to:</p> <p style="padding-left: 20px;">a. Partnership agreement(s) between the institution and school districts (submit revised partnership agreement).</p> <p>2. The program describes changes to:</p> <p style="padding-left: 20px;">a. How field experience and internship placement settings are selected, utilized, and evaluated;</p> <p style="padding-left: 20px;">b. The criteria and plan for selecting and training individuals who supervise and support candidates during their field experiences;</p> <p style="padding-left: 20px;">c. The process for verifying that faculty and staff who supervise field experiences have participated in activities in p-12 school settings; and</p> <p style="padding-left: 20px;">d. The process or plan for ensuring candidates have field experiences in a variety of purposeful p-12 settings and the opportunity to demonstrate <u>instructional leadership strategies, coaching development and school safety practices.</u></p>	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> <li>• Off-site: Department identifies questions or areas that need further examination as a result of review of the program summary report and annual IPEPs.</li> <li>• 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.</li> </ul>

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR  
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<p><b>Indicator 2.2:</b> Program candidates are placed in high-quality field experiences to practice and ultimately demonstrate competence in the FELs, as defined in Rule 6A-5.080, F.A.C.</p>		
<p align="center"><b>Annual Institutional Program Evaluation Plan (IPEP)</b></p>	<p align="center"><b>Continued Approval Program Summary Report</b></p>	<p align="center"><b>Continued Approval Site Visit</b></p>
<p>The program describes changes to the process or plan for how:</p> <ol style="list-style-type: none"> <li>1. Program candidates demonstrate the expectations of effective school administrators during field experiences;</li> <li>2. Candidates receive feedback during field experiences and internships, including strategies for improvement;</li> <li>3. Candidates’ performance in high-quality field experiences are collected, evaluated, and analyzed; and</li> <li>4. Support is determined, administered, and monitored for program candidates who are not successful during field experiences and internships.</li> </ol>	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> <li>• Off-site: Department identifies questions or areas that need further examination as a result of review of the program summary report and annual IPEPs.</li> <li>• 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.</li> </ul>

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR  
LEVEL I EDUCATIONAL LEADERSHIP PROGRAMS (FORM EL CAS-2023)**

<b>Standard 3. Program Effectiveness</b> The program demonstrates a commitment to continuous improvement by evaluating the effectiveness of its candidates and completers and determining areas for program improvement.		
<b>Indicator 3.1:</b> The program routinely and systematically examines candidate and completer performance and impact.		
<b>Annual Institutional Program Evaluation Plan (IPEP)</b>	<b>Continued Approval Program Summary Report</b>	<b>Continued Approval Site Visit</b>
<p>1. The program provides aggregated data in the reporting year on program candidates and program completers including, but not limited to:</p> <ul style="list-style-type: none"> <li>a. Number and passage rate of candidates on the FELE, including subtest results at the competency level;</li> <li>b. Number and passage rate of candidates who passed the FELE on the first attempt;</li> <li>c. Number and percentage of program completers who are placed in school leadership positions in Florida public schools;</li> <li>d. Results from program completers' performance evaluations required under section 1012.34, F.S.;</li> <li>e. Impact that program completers have on student learning as measured by the formulas pursuant to section 1012.34(7), F.S.;</li> <li>f. Number and percentage of program completers from partnering school districts who took advantage of the two-year guarantee;</li> <li>g. Number and percentage of program completers from non-partnering school districts who took advantage of the two-year guarantee;</li> </ul>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Off-site: Department identifies questions or areas that need further examination as a result of review of the program summary report and annual IPEPs.</li> <li>• 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.</li> </ul>

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR  
LEVEL I EDUCATIONAL LEADERSHIP PROGRAMS (FORM EL CAS-2023)**

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<p>h. Survey data from program completers and partnering school districts; and</p> <p>i. Other data results from the program.</p> <p>2. The program describes assistance provided to any program completer(s) as a result of the two-year guarantee.</p>		
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**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR  
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<b>Indicator 3.2:</b> The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.		
<b>Annual Institutional Program Evaluation Plan (IPEP)</b>	<b>Continued Approval Program Summary Report</b>	<b>Continued Approval Site Visit</b>
<p>The program describes for the reporting year:</p> <ol style="list-style-type: none"> <li>1. Specific program elements identified by aggregated data analyses that were determined as areas of strength and areas for growth for continuous program improvement;</li> <li>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; and</li> <li>3. Specific programmatic enhancements and changes that were made (or will be made) as a result of the decision-making process.</li> </ol>	<p>The program prepares a continued approval period summary or synthesis of continuous improvement outcomes that includes:</p> <ul style="list-style-type: none"> <li>• Program elements identified as strengths and areas for growth;</li> <li>• Stakeholder involvement in programmatic decision-making; and</li> <li>• How it used the data results for program enhancements and programmatic changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Off-site: Department identifies questions or areas that need further examination as a result of review of the program summary report and annual IPEPs.</li> <li>• 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.</li> </ul>

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR  
LEVEL I EDUCATIONAL LEADERSHIP PROGRAMS (FORM EL CAS-2023)**

**Continued Approval Site Visit**

**Scoring Rubric**

<b>Continued Approval Summative Rating Scoring Rubric</b>	<b>Full Approval with Distinction</b>	<b>Full Approval</b>	<b>Denial</b>
<p>Each indicator for each continued approval standard is reviewed and scored as follows:</p> <p>3 = Acceptable</p> <p>2 = Needs Improvement</p> <p>1 = Unacceptable</p>	<p>The program has earned “Acceptable” for all indicators of Standards 1, 2, and 3.</p>	<p>The program has earned the following:</p> <ul style="list-style-type: none"> <li>• “Acceptable” for each indicator of Standard 3, and indicators 1.2 and 1.3 of Standard 1; and</li> <li>• No score of “Unacceptable” in any indicator of Standards 1 and 2.</li> </ul>	<p>The program has earned the following:</p> <ul style="list-style-type: none"> <li>• “Needs Improvement” for one or more indicators of Standard 3, or indicators 1.2 and 1.3 of Standard 1; or</li> <li>• “Unacceptable” on any indicator of Standards 1, 2, and 3.</li> </ul>



# FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR LEVEL II SCHOOL PRINCIPAL PROGRAMS (FORM SP IAS-2023)

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## **Instructions:**

A Florida public school district, charter school, or charter management organization seeking initial approval of its Level II school principal program, authorized in section 1012.562, Florida Statutes (F.S.), shall submit an electronic program application via the eIPEP system at <https://www.florida-eipep.org> that contains a description and supporting evidence of the design, delivery, curriculum content, and evaluation of the specified program. The Florida Department of Education Initial Program Approval Standards for Level II School Principal Programs (Form SP IAS-2023) contains the specifications for what must be included in an initial application. Applications must be submitted to the department by the quarterly deadlines of January 15, April 15, July 15, or October 15.

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**FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR  
LEVEL II SCHOOL PRINCIPAL PROGRAMS (FORM SP IAS-2023)**

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**A program application shall contain the following:**

**Standard 1. Program Candidate and Completer Quality**

The program ensures that candidates and completers are prepared to serve as school principals for schools 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 Rule 6A-5.081, F.A.C.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. Admission requirements and procedures used to determine a candidate has met the admission requirements outlined in section 1012.562(3)(a), F.S., and Rule 6A-5.081, F.A.C., to include:
  - a. Hold a Florida certificate in educational leadership;
  - b. Earned a highly effective or effective summative performance evaluation under section 1012.34, F.S.;
  - c. Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in section 1012.34, F.S.;
2. Candidate selection process used to determine entry into a program, which may include written performance assessments and interviews; and
3. Plan for annually collecting, monitoring, and reporting data on candidates who applied to, were admitted to, and enrolled in the program.

**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.

The following information must be provided to receive a rating of Acceptable.

The program provides:

1. A matrix that describes the critical tasks, assignments, and assessments during coursework or training and culminating field experience(s) and internship for the competencies and skills associated with each component of the curricula in alignment with the Florida Educational Leadership Standards (FELS) as defined in Rule 6A-5.080, F.A.C., including:
  - a) Title for each course within the competency-based curricula aligned to each principal descriptor of the FELS;
  - b) Performance measure or indicator that is being assessed; and
  - c) Title and description of critical task or assessment activity.

The program describes:

## FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR LEVEL II SCHOOL PRINCIPAL PROGRAMS (FORM SP IAS-2023)

2. The program submits a statement that the program does not distort historical events, does not include curriculum or instruction that promote identity politics, violates s. 1000.05 or is based on theories that systematic racism, sexism, oppression and privilege are inherent in the institutions of the United States and were created to maintain social, political and economic inequities. Identity politics means learning activities that promote the theory that an individual adheres to a political viewpoint based on the persons race, color, national origin, sex, disability, religion or marital status.
3. The plan for how training provided through the program will be aligned to the personnel evaluation criteria under section 1012.34, F.S., and the William Cecil Golden Professional Learning Program for School Leaders in section 1012.986, F.S.;
4. Process of how it will assess, monitor, and document each program candidate’s progress and mastery of competency-based training and field experiences aligned to:
  - a) FELS as defined in Rule 6A-5.080, F.A.C.;
  - b) Personnel evaluation criteria under section 1012.34, F.S.; and
  - c) William Cecil Golden Professional Learning Program for School Leaders, pursuant to section 1012.986, F.S.;
5. The program ensures that its decisions about whether a completer possesses the required knowledge, skill and professional behaviors in teacher preparation are based upon performance and skill and are not based upon race, color, sex, national origin or other classifications of the individual.
6. The plan for providing candidates individualized instruction using a customized learning plan based on data from self-assessment, selection, and performance evaluation instruments;
7. The plan for analyzing candidate performance data at the individual level to ensure candidate’s mastery of the curricula; and
8. Plan for providing documented remediation, mentoring, and coaching feedback that supports program candidate’s progression throughout the program and mastery of the curricula.

**Indicator 1.3:** The program must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to section 1012.562(1), F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. The process of how it will collect, monitor, and analyze evidence to include:
  - a) Program candidates’ field experience performance evaluations in demonstration of the FELS;
  - b) Number and percentage of program completers who are placed in school principal positions in Florida public schools;
  - c) Number and percentage of program completers who are placed in school principal positions in the school district;
  - d) Results from program candidates’ and program completers’ performance evaluations required under section 1012.34, F.S.; and
  - e) Other data results under consideration by the program.

**FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR  
LEVEL II SCHOOL PRINCIPAL PROGRAMS (FORM SP IAS-2023)**

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**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 expectations of a school principal as defined in Rule 6A-5.080, F.A.C., and with sustained opportunities to contribute to the demonstrable improvement of teaching effectiveness. Field experiences offer candidates the opportunity to demonstrate mastery of instructional leadership strategies, coaching development and school safety practices.

**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.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. How field experience and internship placement settings are selected, utilized, and evaluated relative to the standards and competencies outlined in Rule 6A-5.080, F.A.C., and in service of the purpose of school leader preparation programs highlighted in section 1012.562(1), F.S.;
2. The criteria and plan for selecting and training individuals who supervise and support candidates during their field experiences; and
3. The plan for ensuring that candidates have high-quality field experiences in a variety of purposeful p-12 settings and the opportunity to demonstrate leadership strategies, coaching development and school safety practices.

**Indicator 2.2:** -Program candidates are placed in high-quality field experiences in which they can effectively demonstrate competence in the FELS, as defined in Rule 6A-5.080, F.A.C.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. How program candidates demonstrate the expectations of effective school administrators during field experiences;
2. How candidates receive feedback on their progress through field experiences and internships, including strategies for improvement;
3. How program candidates' performance in high-quality field experiences will be collected, evaluated, and analyzed; and
4. How support will be determined, administered, and monitored for program candidates who are not successful during field experiences and internships.

# FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR LEVEL II SCHOOL PRINCIPAL PROGRAMS (FORM SP IAS-2023)

## **Standard 3. Program Effectiveness**

The program demonstrates a commitment to continuous improvement that is sustained and evidence-based 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.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. The continuous improvement process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including:
  - a) Program candidates' field experience performance evaluations in demonstration of FELS;
  - b) Number and percentage of program completers who are placed in school principal positions in Florida public schools;
  - c) Number and percentage of program completers who are placed in school principal positions in the school district;
  - d) Results from program candidates' and program completers' performance evaluations required under section 1012.34, F.S.; and
  - e) Other data results under consideration by the program.

**Indicator 3.2:** The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. The process it will use for examining aggregated data analyses of program candidate and program completer performance and impact to identify areas of strength and areas for growth for program improvement and drive decisions for programmatic enhancements and improvement;
2. Strategies for involving program completers, other school personnel, employers, community agencies, business representatives, and other stakeholders in the program evaluation process; and
3. Roles and responsibilities of stakeholders who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning, including how stakeholder input will be used.

# FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR LEVEL II SCHOOL PRINCIPAL PROGRAMS (FORM SP IAS-2023)

## SCORING GUIDE

Each indicator shall receive a rating of Acceptable or Unacceptable based on the narrative description and documentation in the application. The indicator ratings are as follows:

**Acceptable = A**

The evidence presented in the application is clearly described and in alignment with the indicator. The narrative is well-articulated, realistic, and contains all required elements. Documentation is complete.

**Unacceptable = U**

The evidence presented in the application is incomplete, not clearly described, or is not in alignment with the indicator. The narrative or supporting documents do not address or satisfy the described elements.

OVERALL RATING SUMMARY FOR INDICATORS			
STANDARD 1	INDICATOR 1.1	INDICATOR 1.2	INDICATOR 1.3
STANDARD 2	INDICATOR 2.1	INDICATOR 2.2	
STANDARD 3	INDICATOR 3.1	INDICATOR 3.2	

Enter an **A** or **U** for each indicator based on the rating scale above.

### SUMMATIVE RATING

The results of the ratings for all indicators within each standard will determine the summative rating:

**Full Approval** – Program has earned “acceptable” for all indicators.

**Denied** – Program has earned “unacceptable” on one or more indicators.

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR  
LEVEL II SCHOOL PRINCIPAL PROGRAMS (FORM SP CAS-2025)**

<p><b>Standard 1. Program Candidate and Completer Quality</b> The program ensures that candidates and completers are prepared to serve as school principals for schools in which prekindergarten through grade 12 (p-12) students are provided high-quality instruction to meet high standards for academic achievement.</p>		
<p><b>Indicator 1.1:</b> Each program consistently applies admission requirements in accordance with section 1012.562, F.S., and Rule 6A-5.081, F.A.C.</p>		
<p><b>Annual Institutional Program Evaluation Plan (IPEP)</b></p>	<p><b>Continued Approval Program Summary Report</b></p>	<p><b>Continued Approval Site Visit</b></p>
<p>1. The program describes any changes that were implemented to admission requirements, processes, methods, and procedures used to admit candidates in meeting the admission requirements outlined in section 1012.562(3)(a), F.S., and Rule 6A-5.081, F.A.C.</p> <p>2. The program annually reports data on candidates who applied to, were admitted to, and enrolled in the program.</p>	<p>The program provides:</p> <ul style="list-style-type: none"> <li>• A year-by-year table reflecting number of candidates who applied to, were admitted to, and enrolled in the program;</li> <li>• A summary describing the percentage of candidates admitted who earned a highly effective or effective summative performance rating under section 1012.34, F.S.; and</li> <li>• A summary of evidence of satisfactory performance of instructional leadership responsibilities of candidates admitted.</li> </ul>	<ul style="list-style-type: none"> <li>• Off-site: Department identifies questions or areas that need further examination as a result of review of annual IPEPs.</li> <li>• 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.</li> </ul>

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR  
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<b>Indicator 1.2:</b> 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.		
<b>Annual Institutional Program Evaluation Plan (IPEP)</b>	<b>Continued Approval Program Summary Report</b>	<b>Continued Approval Site Visit</b>
<ol style="list-style-type: none"> <li>1. The program describes any changes to its curricula, and submits the appropriate matrix to demonstrate the alignment of the curricula to the Florida Educational Leadership Standards (FELS) as defined in Rule 6A-5.080, F.A.C.</li> <li>2. <u>The program submits a statement that the program does not distort historical events and that the program does not include curriculum or instruction that promotes identity politics, violates s. 1000.05, F.S., or is based on theories that systematic racism, sexism, oppression and privilege are inherent in the institutions of the United States and were created to maintain social, political and economic inequities. Identity politics means learning activities that promote the theory that an individual adheres to a political viewpoint based on the person’s race, color, national origin, sex, disability, religion or marital status.</u></li> <li>3. 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.</li> <li>4. The program describes the assistance provided to and status of candidates who did not demonstrate mastery of competencies for each component of the curricula.</li> <li>5. <u>The program ensures that its decisions about whether a completer possesses the required knowledge, skill and</u></li> </ol>	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> <li>• Off-site: Department identifies questions or areas that need further examination as a result of review of annual IPEPs.</li> <li>• 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.</li> </ul>



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<p><u>professional behaviors in school leadership are based upon performance and skill and are not based upon race, color, sex, national origin or other classification of the individual.</u></p>		
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<p><b>Indicator 1.3:</b> The program must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to section 1012.562(1), F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers.</p>		
Annual Institutional Program Evaluation Plan (IPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<p>1. The program describes any changes that were implemented in the collecting, monitoring, and analyzing of program candidate and completer data on:</p> <ul style="list-style-type: none"> <li>a) Program candidates’ field experience performance evaluations in demonstration of FELS;</li> <li>b) Number and percentage of program completers who are placed in school principal positions in Florida public schools;</li> <li>c) Number and percentage of program completers who are placed in school principal positions in the school district;</li> <li>d) Results from program candidates’ and program completers’ performance evaluations required under section 1012.34, F.S.; and</li> <li>e) Other data results under consideration by the program.</li> </ul>	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> <li>• Off-site: Department identifies questions or areas that need further examination as a result of review of annual IPEPs.</li> <li>• 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.</li> </ul>

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<p><b>Standard 2. Field Experiences</b>                  The school district provides high-quality field experiences in a variety of purposeful p-12 settings that offer candidates opportunities to practice the expectations of a school principal as defined in Rule 6A-5.080, F.A.C., and with sustained opportunities to contribute to the demonstrable improvement of teaching effectiveness. <u>Field experiences offer candidates the opportunity to demonstrate mastery of instructional leadership strategies, coaching development and school safety practices.</u></p>		
<p><b>Indicator 2.1:</b> Field experiences are completed in a variety of 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.</p>		
<p><b>Annual Institutional Program Evaluation Plan (IPEP)</b></p>	<p><b>Continued Approval Program Summary Report</b></p>	<p><b>Continued Approval Site Visit</b></p>
<p>The program describes (if appropriate):</p> <ol style="list-style-type: none"> <li>Changes to the selection, utilization, and monitoring of field settings relative to the standards and competencies outlined in Rule 6A-5.080, F.A.C., and in service of the purpose of school leader preparation programs highlighted in section 1012.562(1), F.S.;</li> <li>Changes to the criteria and/or plan for the selection and training of individuals who supervise and support candidates during their field experiences;</li> <li>Changes to the plan for ensuring that each program candidate will have high-quality field experiences in a variety of p-12 settings <u>and the opportunity to demonstrate mastery of instructional leadership strategies, coaching development and school safety practices; and</u></li> <li>Remediation that was provided to program candidates who were unsuccessful in field experiences.</li> </ol>	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> <li>Off-site: Department identifies questions or areas that need further examination as a result of review of annual IPEPs.</li> <li>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.</li> </ul>

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<b>Indicator 2.2:</b> Program candidates are placed in high-quality field experiences in which they can effectively demonstrate competence in the FELS, as defined in Rule 6A-5.080, F.A.C.		
<b>Annual Institutional Program Evaluation Plan (IPEP)</b>	<b>Continued Approval Program Summary Report</b>	<b>Continued Approval Site Visit</b>
<p>The program describes (if appropriate):</p> <ol style="list-style-type: none"> <li>1. Changes to how program candidates demonstrate the expectations of effective school administrators during field experiences;</li> <li>2. Changes to how candidates receive feedback on their progress through field experiences and internships, including strategies for improvement;</li> <li>3. Changes to how program candidates' performance in high-quality field experiences is collected, evaluated, and analyzed; and</li> <li>4. Changes to how support will be determined, administered, and monitored for program candidates who are not successful during field experiences and internships.</li> </ol>	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> <li>• Off-site: Department identifies questions or areas that need further examination as a result of review of annual IPEPs.</li> <li>• 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.</li> </ul>

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<p><b>Standard 3. Program Effectiveness</b> The program demonstrates a commitment to continuous improvement that is sustained and evidence-based by evaluating the effectiveness of its candidates and completers and determining areas for program improvement.</p>		
<p><b>Indicator 3.1:</b> The program routinely and systematically examines candidate and completer performance and impact.</p>		
<p><b>Annual Institutional Program Evaluation Plan (IPEP)</b></p>	<p><b>Continued Approval Program Summary Report</b></p>	<p><b>Continued Approval Site Visit</b></p>
<p>1. The program provides aggregated data in the reporting year on program candidates and program completers including, but not limited to:</p> <ul style="list-style-type: none"> <li>a. Program candidates’ field experience performance evaluations in demonstration of the FELS;</li> <li>b. Number and percentage of program completers who are placed in school principal positions in Florida public schools;</li> <li>c. Number and percentage of program completers who are placed in school principal positions in the school district;</li> <li>d. Results from program candidates’ and program completers’ performance evaluations required under section 1012.34, F.S.; and</li> <li>e. Other data results under consideration by the program.</li> </ul>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Off-site: Department identifies questions or areas that need further examination as a result of review of annual IPEPs.</li> <li>• 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.</li> </ul>

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<b>Indicator 3.2:</b> The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.		
<b>Annual Institutional Program Evaluation Plan (IPEP)</b>	<b>Continued Approval Program Summary Report</b>	<b>Continued Approval Site Visit</b>
<p>The program describes for the reporting year:</p> <ol style="list-style-type: none"> <li>1. Specific program elements identified by aggregated data analyses that were determined as areas of strength or areas for growth for continuous program improvement;</li> <li>2. Stakeholders (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; and</li> <li>3. Specific programmatic enhancements and changes that were made (or will be made) as a result of the decision-making process.</li> </ol>	<p>The program prepares a continued approval period summary or synthesis of continuous improvement outcomes that includes:</p> <ul style="list-style-type: none"> <li>• Program elements identified as strengths and areas for growth;</li> <li>• Stakeholder involvement in programmatic decision-making; and</li> <li>• How it used the data results for program enhancements and programmatic changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Off-site: Department identifies questions or areas that need further examination as a result of review of annual IPEPs.</li> <li>• 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.</li> </ul>

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**Continued Approval Site Visit**

**Scoring Rubric**

<b>Continued Approval Summative Rating Scoring Rubric</b>	<b>Full Approval with Distinction</b>	<b>Full Approval</b>	<b>Denial</b>
<p>Each indicator for each continued approval standard is reviewed and scored as follows:</p> <p>3 = Acceptable</p> <p>2 = Needs Improvement</p> <p>1 = Unacceptable</p>	<p>The program has earned “Acceptable” for all indicators of Standards 1, 2, and 3.</p>	<p>The program has earned the following:</p> <ul style="list-style-type: none"> <li>• “Acceptable” for each indicator of Standard 3, and indicators 1.2 and 1.3 of Standard 1; and</li> <li>• No score of “Unacceptable” in any indicator of Standards 1 and 2.</li> </ul>	<p>The program has earned the following:</p> <ul style="list-style-type: none"> <li>• “Needs Improvement” for one or more indicators of Standard 3, or indicators 1.2 and 1.3 of Standard 1; or</li> <li>• “Unacceptable” on any indicator of Standards 1, 2, and 3.</li> </ul>