



Assessment Committee Meeting Minutes
October 24, 2011
10:00 a.m. – 12:00 p.m.

Members Present: Dean Vivian Fueyo, Drs. Bonnie Braun, Alejandro Brice, Malcolm Butler, Lyman Dukes, Cynthia Leung, Zafer Unal, Ms. Jennefer Khattabi, and Ms. Rebecca Rhoden Ogletree

Welcome and Announcements

Dean Fueyo welcomed the committee. The agenda was approved, and the minutes from the previous meeting were approved as submitted.

Annual Schedule for Reporting to the Assessment Committee

Final Intern Status, see pg. 4

Dr. Braun shared a report on the number of final interns placed in participating districts. In January 2011, 92 candidates from USFSP and one guest applied for placement. Fifty-five of the applicants either dropped or were denied, and 38 applicants were placed (31 undergraduate, 6 graduate, 1 guest). The majority of placements are either in Pinellas or Pasco Counties (24 and 12, respectively). Hillsborough and Hernando Counties host one placement each. The guest intern enrolls in the local course, but the standards and manual from the home school are used to evaluate the candidate's progress. The candidate pays the university supervisor directly for the expertise provided.

Dr. Butler expressed concern that fewer than half the applicants were approved for placement. Dr. Braun explained this is a consistent pattern due to the early application deadline. The deadline is set based on requirements of the local districts and the length of time it takes them to arrange appropriate placement opportunities. Some applicants withdraw from the process once they realize they aren't able to meet all prerequisites necessary for final internship. Dr. Dukes asked if there is a process to help candidates be successful. Dr. Braun explained that applicants for final internship receive letters outlining missing prerequisites for internship, are counseled by advisors, receive announcements at intern seminars, and are provided with workshops on how to fulfill the requirements of the CDN. Most, she said, simply put off completing the requirements. Dean Fueyo added that the deadlines are concrete because of feedback we have received from the districts requiring early deadlines to be able to place interns. A follow-up question arose regarding support for candidate success with the CDN: after three submissions at the same level on the rubric, candidates are asked to contact Dr. Unal for assistance before their next submission. He meets with candidates to review their submissions and suggest strategies for increasing their success. In addition, Dr. Brice and Ms. Khattabi also contact candidates with any difficulties they may be experiencing with their ESOL progress on the CDN.

Action Items: Dr. Braun will bring a follow-up report showing the reasons for denial, listing multiple reasons if necessary, to the final internship to the November Assessment Committee Meeting. In addition, she and Dr. Unal will begin to bring semester data showing applicants and denials/withdrawals to help the committee look for possible trends.

Practicum Demographic Data Report for Fall Final Interns

Drs. Braun and Unal shared the portfolio file for intern placements that keeps track of school demographics, including free and reduce lunch, ESE and ESOL. The data support that all candidates appear to be meeting the DOE/NCATE requirement of three placements providing opportunities to work with diverse groups of learners across a range of areas of diversity. The target for NCATE Standard 3.c states, "Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, linguistic, gender, and socioeconomic groups in classrooms and schools." In addition, Dr. Braun was asked to add a column of Other Districts to the summary data on final intern placements by program by Program and the total number of applicants applying per program, to provide additional information for the analysis.

Standards Based Education Completers, Spring/Summer, including CDN submissions, see pgs. 5 - 6

Dr. Unal shared a written report regarding first submissions to the CDN. He explained the goal of the college is to have more submissions at the emergent level, fewer at preliminary, in order to increase student success with first time submissions. The data indicate far fewer submissions evaluated as preliminary in Spring and Summer 2011 than in Spring, Summer, and Fall 2010. Given the goal of helping candidates experience success on first submissions, the question arose regarding what the college can do to ensure candidates are enrolled in EDG 4012, FLE 4317 at the same time. These courses are co-requisites. It was added they should be taking EEX 4012 as well.

Action Items: The dean announced she will discuss this with Deanna Bullard. Also, Dr. Unal will ask his EDG 4012 students if they are taking FLE 4317 and EEX 4012 in addition to EDG 4012.

ESOL Report on Faculty Training, 7 - 8

Dr. Brice shared that two faculty members are currently enrolled in the online ESOL 60-hours of training course. One faculty member needs to be verified for enrollment, and a second was endorsed through district administrative training.

Ed Leadership Report from Spring 2011, see pg. 9 - 22

Dr. Hodges was unable to attend the meeting but submitted her report to Ms. Ogletree. The report shows the number of submissions necessary to reach fulfilled for the FPLS Leadership Standards for the Educational Leadership Program, Fall 2009 – Spring 2011; Average Scores for Evaluation by Supervising Administrators; and a Data Summary. Average scores for evaluations in Spring 2011 ranged from 2.8 – 3.0 on a scale of 1 – 3 where one indicates the candidate does not meet expectations and 3 indicates the candidate exceeds expectations. Recommendations indicate the following: Supervising administrators suggest candidates need to demonstrate a potential to provide for staffing and professional development to meet student learning needs. In addition, they identified candidates' need for more experiences in the area of "Demonstrates a potential to understand the influence of social, cultural, political, and economic forces on the educational environment." The program faculty will use this data to review areas where social justice issues and curriculum may be implemented or reviewed to create opportunities for more leadership experiences among candidates.

Action Item: Dr. Hodges will provide an electronic copy of the report, and it will be distributed to all committee members.

New Business

Report from NCATE/CAEP Meeting

Dean Fueyo, Dr. Dukes, and Ms. Ogletree discussed their recent attendance at the first Council for the Accreditation of Educational Programs (CAEP) conference. Dean Fueyo explained the NCATE emphasis for Continuous Improvement of tying all evidence of meeting the standards and moving from

Acceptable to Target college to the conceptual framework. Ms. Ogletree shared that the merger of NCATE and TEAC into CAEP will not affect our reporting practices in the foreseeable future.

New ESOL Endorsement Competencies

Dr. Brice discussed the information shared by the FLDOE at the recent FACTE preconference. The new competencies are embedded in 12 standards and 59 indicators. The standards must be assessed twice, and the indicators addressed once by every candidate. A concern was expressed regarding the training of teachers in clinical education for ESOL. It was suggested that districts may help by providing some incentives for teachers.

Action Item: Dean Fueyo asked Dr. Brice and Ms. Khattabi to meet with district coordinators to discuss possible incentives to teachers for completing the clinical education training.

New Reading Endorsement Competencies

Dr. Leung shared a crosswalk of the old reading endorsement with the new reading endorsement. The BXE is the only program in the COE that offers a DOE approved reading endorsement.

Teacher and School Leader Plan for Transition to New Standards, see pgs. 23 - 24

Dean Fueyo shared the matrix provided by the FL DOE at the recent FACTE meeting and discussed changes to Reading, ESOL, FPLS, and FEAPs standard. The timeline for changes and implementation are coordinated with the state's timeline for Race to the Top. Additional changes include:

- adoption of statewide student growth measures
- updated Subject Area Competencies and Skills and Professional Education Competencies and Skills developed and implemented throughout the RTTT timeline due to updates of Next Generation Sunshine State Standards or adoption of Common Core Standards
- district level End of Course (EOC) exams instituted and incorporated into the Teacher Preparation Program completer performance data by the end of the RTTT timeline.

The dean further explained that initial certification candidates will be tested on the new FEAPs with a new FTCE by January 2013.

Old Business

FEAPs Update

Ms. Ogletree announced that the Reading and MAT programs have completed alignment of course assignments with the new 2010 FEAPs. Ed Leadership will have to wait until the FPLS standards are approved, hopefully by the end of November. Other programs are continuing to work on their realignments with the new standards.

Status of Employer Surveys

Ms. Ogletree explained that revisions were made to the employer satisfaction surveys, but the decision was made to not send them out because the FL DOE was sending out employer satisfaction surveys at the same time and we didn't want to cause confusion or unnecessary work for local administrators. We had learned from other institutions that the employers often only respond to the surveys from the DOE. The FLDOE will share results of the employer survey with our institution.

Confirmation of Next Meeting Dates

The dates for our next meetings are Monday, November 21, 10:00 a.m. – 12:00 p.m., and Tuesday, December 6, 1:00 p.m. – 3:00 p.m.

Report on Fall 2011 Interns
Assessment Committee

- **Final Intern Applicants Received by Deadline (1/30/11): 92 USFSP + 1 guest**
 - **Dropped/Denied: 55**
 - **BS – 43**
 - **Mat = 5**
 - **DT – 5**
 - **Reading – 2**

- **Final Interns Placed: 38**
 - **Undergraduate - 31**
 - **Graduate – 6**
 - **Guest - 1**

Final Interns by District by Program

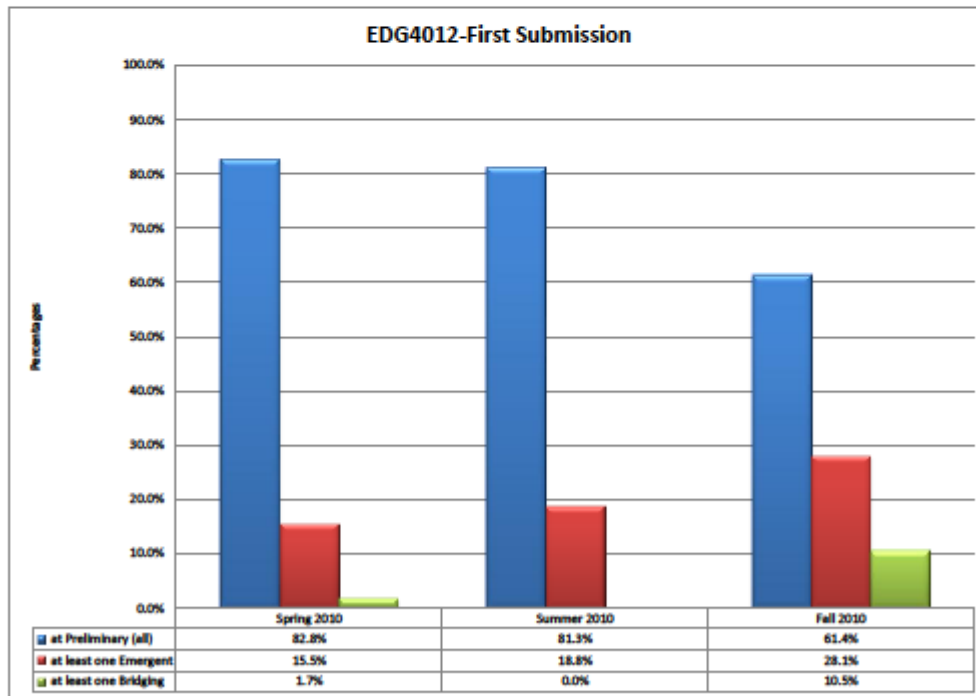
	Hernando	Hillsborough	Pasco	Pinellas
Undergraduate PHCC	1		11	
Undergraduate Pinellas		1		18
Dual Track			1	5
Reading	0	0	0	0
MAT/ESE	0	0	0	0
Guest Intern				1

Report on EDG4012-First Submissions

Semester	Course	Enrollment	First Submission(s) at Preliminary (all)	First Submission(s) at least one Emergent	First Submission(s) at least one Bridging
Spring 2010	EDG 4012 799	11	10	1	0
Spring 2010	EDG 4012 601	16	13	3	0
Spring 2010	EDG 4012 602	13	12	1	0
Spring 2010	EDG 4012 603	18	13	4	1
Spring 2010	Total	58	48	9	1
Spring 2010	Success Rate		82.8%	15.5%	1.7%

Semester	Course	Enrollment	First Submission(s) at Preliminary (all)	First Submission(s) at least one Emergent	First Submission(s) at least one Bridging
Summer 2010	EDG 4012 692	16	13	3	0
Summer 2010	Total	16	13	3	0
Summer 2010	Success Rate		81.3%	18.8%	0.0%

Semester	Course	Enrollment	First Submission(s) at Preliminary (all)	First Submission(s) at least one Emergent	First Submission(s) at least one Bridging
Fall 2010	EDG 4012 602	18	10	6	2
Fall 2010	EDG 4012 601	20	11	5	2
Fall 2010	EDG 4012 793	21	14	5	2
Fall 2010	Total	57	35	16	6
Fall 2010	Success Rate		61.4%	28.1%	10.5%

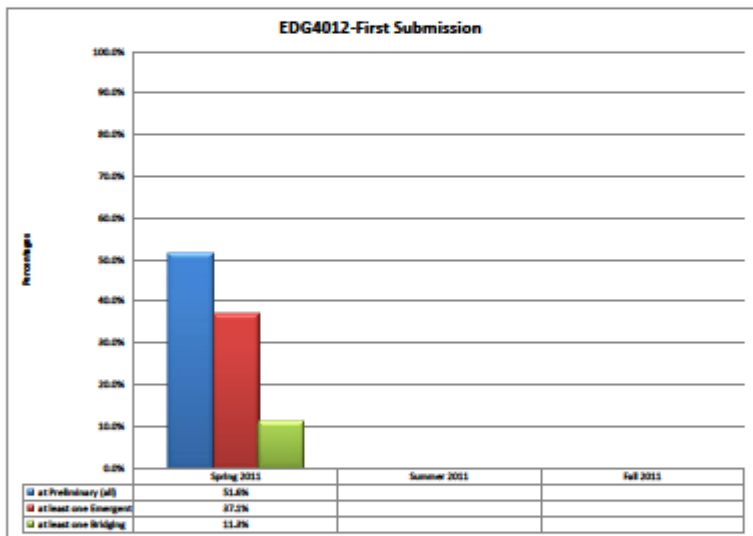


Report on EDG4012-First Submissions

Semester	Course	Enrollment	First Submission(s) at Preliminary (all)	First Submission(s) at least one Emergent	First Submission(s) at least one Bridging
Spring 2011	EDG 4012 791	21	11	6	2
Spring 2011	EDG 4012 801	28	14	11	3
Spring 2011	EDG 4012 891	13	7	4	2
Spring 2011	Total	62	32	23	7
Spring 2011	Success Rate		51.6%	37.1%	11.3%

Semester	Course	Enrollment	First Submission(s) at Preliminary (all)	First Submission(s) at least one Emergent	First Submission(s) at least one Bridging
Summer 2011	EDG 4012 892	18			
Summer 2011	Total	18			
Summer 2011	Success Rate				

Semester	Course	Enrollment	First Submission(s) at Preliminary (all)	First Submission(s) at least one Emergent	First Submission(s) at least one Bridging
Fall 2011	EDG 4012 802	76			
Fall 2011	Total	76			
Fall 2011	Success Rate				



University of South Florida St. Petersburg College of Education
ESOL FACULTY CREDENTIAL LIST
Fall 2011

Instructor	ESOL Credentialed	Cred. Current As of:	Notes
J. Acerra	Yes	December 2010	
C. Anrow	Yes	May 2007	
J. Blake	Yes	February, 2010	
B. Braun.	Yes	May, 2007	
A. Brice	Yes	August, 1990	
M. Butler	Yes	May 2007	
B. Cangelosi	Yes	May 2007	
P. A. Clarke	Yes	May, 2010	
N. Collier	No		
Sirin Coskun	No	Enrolled	
C. Drinsdale	Yes	May 2007	
L. Dukes	Yes	May 2007	
J. Fountain	Yes	May 2007	
V. Fueyo	Yes	May 2007	
J. Fullard	Yes	May 2007	
G. Gayle-Evans	Yes	May 2007	
B. Heller	Yes	May, 2007	
O. Hodges	Yes	March 2010	
M. Koorland	Yes	May 2007	
C. Johnson	Yes	January, 2010	
L. Johnson	Yes	May 2007	
H. Karl	Yes	May 2007	
J. Khattabi	Yes	May 2007	
S. Lang	Yes	May, 2007	
C. Leung	Yes	May 2007	
S. Long	No		Not an instructor of record
J. Mann	Yes	May 2007	
T. Madison	Yes	May 2007	
C. Medley	No		Course non-completer
D. Michael	Yes	May 2007	
D. Miller	Yes	May 2007	
K. Rasch	Yes	May 2007	
A. Reeves	Yes	May 2007	
T. Rose	Yes	Fall 2008	
G. Roy	Yes	February, 2010	
P. Oliver	Yes	May 2007	MA in TESOL
K. S. Perez	Yes	May 2007	
C. Pitts Spearman Johnson	Yes	January 2010	
Julie Poth	No		Administrator training to be completed through Pinellas County Schools

J. Purcell	Yes		USFSP TAC graduate
A. Robic	No		
K. Ryan	Yes	May 2007	
Mary Sawyer	Yes	Fall 2009	USFSP Bachelor's Elementary Ed.
Dorothy Sobiski	Yes	November 2011	Newest Completer
P. Soni	Yes	October 2010	
S. Soprano	Yes	May 2007	
G. J. Stires	Yes		FLDOE endorsement
K. Stoddard	Yes	May 2007	
B. Tomalesky	Yes	May, 2007	
Z. Unal	Yes	May 2007	
C. Vanover	Yes	February, 2010	
S. Weber	Yes	May 2007	

Non-ESOL Infused Courses Taught by Adjunct Faculty (Not needing ESOL credentials)

Instructor	Course Taught	ESOL infused course	Notes
Adam Graham		No	Not an ESOL infused course instructor
Christine Harris		No	Not an ESOL infused course instructor
Brian Hawley		No	Not an ESOL infused course instructor
Susan Hoffacker		No	Not an ESOL infused course instructor
Jordan Knab		No	Not an ESOL infused course instructor
David Koperski		No	Not an ESOL infused course instructor
Louis LaGrande		No	Not an ESOL infused course instructor
Tiffany Madison		No	Not an ESOL infused course instructor
Cameron Spears		No	Not an ESOL infused course instructor

Number of Submissions to Reach Fulfilled for the Florida Principal Leadership Standards (FPLS) for the Educational Leadership Program—Fall 2009-Summer 10

FPLS 1:

Number of Submissions	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
1	2	1	2	3	1
2			5	2	7
3	1	3	4	1	2
4	2	2		1	
5					
6					
7					

FPLS 2:

Number of Submissions	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
1			2	1	3
2	3		5	3	3
3		2	3	2	4
4	1	1			
5		1	1	1	
6					
7		1			
8	1				

FPLS 3:

Number of Submissions	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
1	1	1	3	2	2
2	3	2	5	3	3
3		1	1	2	2
4	1		1		2
5		1	1		1
6					

FPLS 4:

Number of Submissions	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
1	1				1
2	2	2	4	2	2
3		1	4	4	6
4			3		1
5	1	1		1	
6		1			
7	1				
12					

FPLS 5:

Number of Submissions	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
1		1	1	3	4
2	2	4	6	3	4
3	1		4	1	2
4	1				
5					
6					
7	1				

FPLS 6:

Number of Submissions	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
1				1	3
2	3	1	6	2	5
3			3	4	2
4	1	2	1		
5					
6	1	2	1		
7					

FPLS 7:

Number of	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
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Submissions					
1	1	1	3	2	
2	1	1	3	2	3
3		3	5	1	4
4	2				3
5				1	
6	1			1	
7					

FPLS 8:

Number of Submissions	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
1			3		1
2	1		5	2	8
3	2	1	2	3	1
4	1	1		1	
5			1	1	
6		2			
7	1				
8		1			

FPLS 9:

Number of Submissions	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
1	1		3		1
2	2	1	3	1	5
3	1	2	2	5	3
4		1	1	1	1
5		1			
6	1				
7					
8					
9					

FPLS 10:

Number of Submissions	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
1		1		2	

2	1		3	1	5
3	2	2	4	2	4
4			2	2	1
5	2	1	2		
6		1			
7					
8					
12					

**Evaluation by Supervising Administrator
Spring 2010/Spring 2011**

1=Does Not Meet Expectation: The intern is operating below average for successful school leaders

2=Meets Expectations: The intern is operating about average for successful school leaders

3=Exceeds expectations: The intern is operating above average for successful school leaders.

N=Not Observed

Description of Leadership Skills	Average Score Spring 2010 N=5	Average Score Summer 2010 N=11	Average Score Fall 2010 N=7	Average Score Sp.2011
Demonstrates a potential to provide for a safe and effective learning environment.	3	2.9	2.9	2.9
Demonstrates a potential to work collaboratively with members of the school community to implement high standards of learning for all students	3	3	3	3
Demonstrates a potential to guide instruction and oversee the implementation of curriculum	3	2.9	2.9	2.8
Demonstrates a potential to provide for staffing and professional development to meet student learning needs.	3	2.7	2.9	2.7
Demonstrates a potential to coordinate services that support student development and achievement	2.9	3	2.9	2.9
Demonstrates a potential to use assessment and evaluation	3	3	3.0	2.8

information about students, staff and the community when making decisions.				
Demonstrates a potential to communicate with diverse groups and individuals with clarity and sensitivity	2.9	2.8	2.7	3
Demonstrates a potential to act professionally in accordance with established laws, policies, procedures and good business practices.	3	3	2.7	2.8
Demonstrates a potential to understand the influence of social, cultural, political, and economic forces on the educational environment.	2.9	2.8	2.6	2.9
Demonstrates a potential to facilitate participation of parents and families as partners in the education of children.	2.9	3	3.0	2.9
Demonstrates the ability to act with integrity, fairness, and in an ethical manner.	3	3	3.0	2.9

Comments:

Spring 2010

- Candidate has solid organizational and analytical skills
- Attention to detail is very effective
- Excellent leadership skills motivate and inspire others to work toward success and growth
- Excellent job-very thorough and an eagerness to learn more to assist in becoming an effective leader in all areas.

- Candidate is a great model for all and demonstrates the ability to lead all stakeholders to high levels of achievement
- Candidate always goes above and beyond the expectation and is always early with deadlines.

Summer 2010

- The candidate works with the staff and absorbed as much as possible
- Great Potential
- Keep being exposed to various activities and experiences
- The candidate was given the project of developing a summer program. She was given few parameters and a fixed budget. She had to hire staff, develop the program, recruit and manage the program. The summer program was a huge success. (Had newspaper coverage)
- The candidate has shown that she can empower teachers and affect change in adults and students
- The candidate showed skills in developing positive relationships with teachers, parents and students. This ability allowed for a collaborative working relationship valuing diverse perspectives and creating a synergy that resulted in a way of work designed to increase math achievement in first grade. I have confidence that this type of professionalism could easily be replicated at other grade levels and in other situations.
- The candidate is the most outstanding intern ever! I have served as principals at 6 sites and have an intern almost yearly. She has a bright future and could walk into an A.P. position tomorrow. She is quite "Simply the BEST"!

Fall 2010

- A natural leader. He leads by example for other teachers and his students
- The intern has completed her practicum experiences with diligence and professionalism. She continues to be an asset to our school, always taking on leadership responsibilities.
- The intern possesses the skills necessary to lead a school, students, and staff forward. Any school would be fortunate to have her as their administrator.
- The intern would benefit from additional activities related to school and district budgets.
- The intern has done a wonderful job in preparing to be an effective school leader.
- When working with staff and students, the intern is kind and approachable and listens to all stakeholders.
- The intern will make a great school administrator
- The intern is a natural leader with extraordinary potential as both an instructional leader and change agent. She has meticulously and comprehensively completed all tasks and assignments given to her during her practicum.
- The intern is able to disaggregate school data, discover trends which may lead to potential changes or improvements to school curriculum and/or teacher instruction. She has proven successful in her ability to present this information in a fashion that is well received by teachers, and gain condensers' and support toward implementing strategies to improve student learning outcomes.

- The intern should continue to gain explicit school leadership through job related projects, tasks and other items that inevitably will occur during her tenure as assistance principal at Imagine Middle School.
- Recommend that the intern continue the track she is on with the job duties of Title I facilitator. She is building an impressive resume.
- The intern has exceptional ability to work with and lead students and teachers to higher levels of achievement.
- The intern should continue to take leadership professional development workshops through PCS sign up for Leadership U through PCS.

Spring 2011

Valued member of the Mt.Vernon team

Continue to explore curriculum

One of the most professional, dedicated student centered team leader we have ever had

During time as a team leader, our students and staff have made great gains in learning gains,

Discipline and morale

Recommends TARGETED selection-A.P. at any school I'm Principal of at the time

Very committed to student success. Her work ethic and attention to detail

Will be a great asset to any Principal.

Has an instinct when it comes to dealing with people. She is able to read people and situations while solving various issues

Needs to continue to volunteer for substitute Assistance Principal days. Additionally she needs to volunteer for major leadership activities on campus. Continue to perform effectively as our Math Department Chair.

Has a passion for students and teaching –This passion leads her to step into a leadership role and work to improve the school!

Will be an asset to a leadership team

Continue to take leadership roles and challenge teachers to join her in her passion to improve education.

Task are completed before the expected time. Works with a smile and with much gratitude, thankfulness and sincerity.

Assignments were neat, well designed, and planned out for stakeholders to understand.

Does a great job scheduling , and has many of her own processes in place to enable her to work smarter.

Everything done is done extremely well. The candidate is a leader in the school and district.

Candidate will benefit from more experiences in the administrative side of the position(budget, facilities)

Candidate has worked very hard to complete all assignments she is a dedicated educator who keeps students as the number one priority

Candidate has an excellent rapport with students, staff and families.

Candidate is a quick study, good listener and hard worker. These attributes assist her as she acts in an administrative role. I have no reservations in her ability to perform administrative duties.

Candidate evaluates her efforts, using data to determine student success. If that means completing surveys to determine student safety or classroom operations, or achievement data to assess student learning she will

Candidate needs more hands on leadership activities that will allow her to further develop.

Candidate worked diligently on this project and showed great leadership ability

I feel the candidate has the skills and leadership capability to work and lead students and teachers.

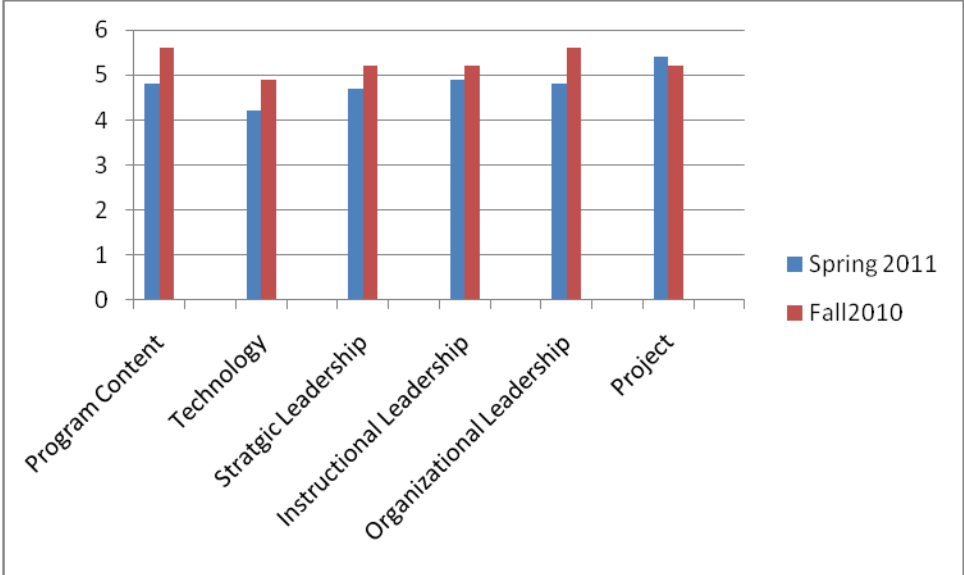
Candidate did a very thorough job on her leadership development activities.

Data Summary:

Supervising Administrators have identified that candidate's need to Demonstrate a potential to provide for staffing and professional development to meet student learning needs. This will become a great need as Florida moves to a new appraisal process.

Another area that Supervising Administrators have identified that candidate's need more experiences is in the area of : Demonstrates a potential to understand the influence of social, cultural, political, and economic forces on the educational environment. This is an area that consistently shows concern among supervising administrators. While the Leadership program has provided an emphasis on this, more work is needed. The program faculty will use this data to review areas where social justice issues and curriculum may be implemented or reviewed to create opportunities for more leadership experiences among candidates.

Leadership Development Program
 Action Research Results
 Spring 2011



	Spring 2011	Fall2010
Program Content	4.8	5.6
Technology	4.2	4.9
Strategic Leadership	4.7	5.2
Instructional Leadership	4.9	5.2
Organizational Leadership	4.8	5.6
Project	5.4	5.2

There is a decline in scores from Fall of 2010 to Spring 2011



Spring 2011

Please complete this assessment of the Candidates field experience as an intern. Please assess the candidate on the Florida Principal Leadership Standards and their ability to assume a leadership role as related to standard indicators.

Novice: The candidate understands the role performance.

Average: The candidate is able to describe the role or roles as identified by the indicator.

Above Average: The candidate assumes a leadership role and needs little coaching.

I. Instructional Leadership – High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

Indicator	Emergent	Bridging	Fulfilled
1.F.1 Assume a leadership role to promote instruction that maximizes student learning			10

Comments: _____

II. Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, and effective learning environment.

Indicator	Emergent	Bridging	Fulfilled
2.F.1 Candidates will foster a culture that promotes positive organizational health, while attending to issues of equity, effectiveness, and efficiency		3	7
2.F.3 Apply at least one current leadership theory (systems theory, change theory, situational leadership, visionary leadership, transformational leadership, and learning organizations)		2	8
2.F.4 Evaluate the use of problem-solving skills, strategic planning, or operational planning (including applications of technology) in effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment of those resources with a focus on teaching and learning		5	5
2.F.5 Be articulate, expressive, and animated		1	9
2.F.6 Consistently engages in effective written expression and demonstrates ability to adjust writing style for intended audience			10

Comments: _____

III. Learning, Accountability, and Assessment – High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

Indicator	Emergent	Bridging	Fulfilled
3.F.1 Work with a teacher or staff member and improve student achievement		2	8
3.F.2 Uses multiple sources of data to inform decisions and improvement processes			10

Comments: _____

IV. Human Resource Development – High Performing Leaders recruit, select, nurture, and where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

Indicator	Emergent	Bridging	Fulfilled
4.F.1 Assume a leadership role and evaluate his/her own leadership behaviors and determine needed adjustments		1	9
4.F.2 Uses methods and principles of personnel evaluation, a variety of supervisory models, and appropriately implements contract language			10
4.F.3 Creates his/her own expectations within a philosophy of leadership to ensure student achievement.		2	8
4.F.4 Empowers others appropriately to achieve individual and organizational goals		7	3
4.F.5 Participates in recruitment, selection, induction, professional development, retention, or dismissal activities and analyzes the extent to which contract language was followed		1	9
4.F.6 Engage in reflective practices to enable them to plan appropriately for their own professional development.			10

Comments: _____

V. Decision Making – High Performing Leaders plan effectively, use critical thinking and problem solving technique, and collect and analyze data for continuous school improvement.

Indicator	Emergent	Bridging	Fulfilled
5.F.1 Makes decisions in a timely fashion using available information.		2	8
↑ 5.F.2 Establishes goals and targets, uses data to make informed decisions that support student learning.		2	8
↑ 5.F.3 Empowers others to assist in the accomplishment of organizational goals.		10	
↑ 5.F.4 Uses a problem-solving model when making critical decisions.		6	4

Comments: _____

VI. Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner

Indicator	Emergent	Bridging	Fulfilled
6.F.1 Demonstrate an ethic of caring and ethical reasoning that places the well being of children first.			10

Comments: _____

VII. Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

Indicator	Emergent	Bridging	Fulfilled
7.F.3 Models the use of technology as a tool in support of both educational and community activities		1	9
7.F.4 Within the available resources, increases access to educational technologies within and beyond the		1	9
7.F.5 Implements at least one strategy to increase the technology usage in a particular school or district			10

Comments: _____

VIII. Community and Stakeholder Partnerships – High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

Indicator	Emergent	Bridging	Fulfilled
8.F.1 Provide the leadership to collaborate with families and other community members to mobilize resources that promote student learning		3	7

Comments: _____

IX. Diversity – High Performing Leaders understand, respond to, influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

Indicator	Emergent	Bridging	Fulfilled
9.F.1 Address issues of social justice as they model leadership within the school community		1	8

Comments: _____

X. Vision – High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

Indicator	Emergent	Bridging	Fulfilled
10.F.1 Develop, articulate, and implement a critical vision for their school that will promote success for all students		2	8

Comments: _____

 ELDP Intern _____ Date

 Building Supervisor/
 USF-SP,COE Supervisor _____ Date

 School Mentor _____ Date

Teacher and School Leader Plan for Transition to New Standards

Race to the Top Timeline

2010-11	2011-12	2012-13	2013-14
<ul style="list-style-type: none"> Job-embedded program grants applications begin (Sept. 2011) Principal program grants applications begin (Sept. 2011) Student growth implementation committee recommends a new state student growth model and program evaluation begins based on new model Baseline data provided to existing programs (Spring 2012) 	<ul style="list-style-type: none"> Job-embedded grants awarded and recipients admit first new program teacher candidates (Spring/Summer Sem 2012) Principal program grants awarded 1st reporting through ePEP system for ITPs using new performance measure categories for continued program approval (reported in IPEP/APEP submitted Fall 2012) Improvements to ePEP system made based on initial study and review and feedback from institutions (Nov. 2011) 	<ul style="list-style-type: none"> LEAs hire first job-embedded teacher prep program candidates 1st principal program cohort begins Reporting continues through ePEP Preliminary ratings of teacher preparation programs published (preliminary ratings will not be used to make program approval decisions) Continued improvements to ePEP system made based on initial study and review and feedback from institutions (Project continues 2012-14) 	<ul style="list-style-type: none"> First completors of STEM teacher education programs and principals employed in LEAs 1st candidates in job-embedded programs completed Data from partner programs used to revise initial program approval requirements and establish performance measures for continued program and School Leadership approval requirements Student growth results from common LCA assessments introduced into teacher preparation performance measures

Updates to Uniform Core Curriculum & Leadership Standards: Supporting Activities and Milestones

	2009-10	2010-11	2011-12	2012-13
Florida Educator Accredited Practices (FEAPs)		<ul style="list-style-type: none"> New FEAPs approved December 2010 	<ul style="list-style-type: none"> Training Academies for Teacher Preparation Programs provided by Learning Sciences International (LSI) Summer 2011 Subcommittee of RTTT Teacher and Leader Preparation Implementation Committee works with Teacher Preparation Programs to develop a plan for implementation of new FEAPs Fall 2011 	<ul style="list-style-type: none"> Changes to Teacher Preparation programs required for implementation of new FEAPs completed and implemented Fall 2012 (implementation Fall 2012 or before) Teacher Preparation Programs' Program Evaluation Plan (IPEP/APEP) must include a revised FEAPs matrix reflecting the courses/modules in which new FEAPs are taught and assessed Fall 2012 (Submit 11-15-12)
Florida Teacher Standards for ESOL Endorsement	<ul style="list-style-type: none"> New performance standards for ESOL Endorsement approved March 2010 	<ul style="list-style-type: none"> Input received from ESOL faculty at Teacher Preparation Programs on implementation of new ESOL standards Summer 2010 	<ul style="list-style-type: none"> Training provided by Bureau of Educator Recruitment, Development, and Retention staff Fall 2011 (coincide with Reading training) 	<ul style="list-style-type: none"> Changes to Teacher Preparation programs required for implementation of new ESOL Standards Fall 2012 (implementation Fall 2013 or before) Teacher Preparation Programs' Program Evaluation Plan (IPEP) must include a revised ESOL matrix reflecting the courses/modules in which the new ESOL standards are taught and assessed Fall 2012 (Submit 11-15-12)
Florida Competencies for Reading Endorsement		<ul style="list-style-type: none"> Anticipate amended Reading Endorsement competencies approved May 2011 (Sept. 2011) 	<ul style="list-style-type: none"> Gather input from reading faculty at Teacher Preparation Programs on implementation of amended competencies Fall 2011 Training provided by Bureau of Educator Recruitment, Development and Retention staff Fall 2011 (coincide with ESOL training) 	<ul style="list-style-type: none"> Changes to Teacher Preparation programs required for implementation of amended Reading Endorsement competencies August 1, 2012 (per proposed state basic rule) Teacher Preparation Programs' Program Evaluation Plan (IPEP/APEP) to include a revised Reading matrix reflecting the courses/modules in which the amended Reading competencies are taught Fall 2012 (Submit 11-15-12)
School Leadership programs		<ul style="list-style-type: none"> Convene leadership group via a research discussion with WCG Spring 2011 Revisions to leadership standards 	<ul style="list-style-type: none"> Rule Development to amend 6A-5.080 (FPLS) August 2011. Rule Workshops for Leadership Standards September 2011 New revisions to 6A-5.080 taken before SBE to be approved November 2011 Rule Development to amend 6A 5.081 and Continued approval standards Spr/Sum 2012 	<ul style="list-style-type: none"> New revisions to 6A-5.051 taken before SBE to be approved Fall 2012 Training provided by Bureau of Educator Recruitment, Development and Retention staff Fall 2012/Spring 2013 Changes to Leadership Preparation programs required for implementation of new Leadership Standards Fall 2013

- Additional changes affecting Teacher Preparation Programs under Race to the Top
 - Adoption of a state-wide student growth measure(s)
 - Updated Subject Area Competencies and Skills and Professional Education Competencies and Skills developed and implemented throughout the RTTT Timeline due to updates of Next Generation Sunshine State Standards or adoption of Common Core Standards
 - District level End of Course (EOC) exams are instituted and begin to be incorporated into the Teacher Preparation Program complete performance data by the end of the RTTT Timeline

Annual Calendar: Changes to Teacher and School Leader Preparation Program Approval Process

	2011-12	2012-13	2013-14
FOLIOS	<ul style="list-style-type: none"> • Final Initial Folio Submissions under current Standards September 2011 (<i>exceptions permitted under extraordinary circumstances</i>) 	<ul style="list-style-type: none"> • Final Folio Resubmissions under current Standards September 2012 	<ul style="list-style-type: none"> • First Initial Folio Submissions under revised Standards September 2013
SITE VISITS	<ul style="list-style-type: none"> • Final Site Visits under current Standards Fall 2011 (<i>Spring 2011</i>) 	<ul style="list-style-type: none"> • Subcommittee of Teacher and Leader Preparation Implementation Committee remodels the Site Visit process • Pilot Site Visits begin using new data targets (do not affect continued approval status) 	<ul style="list-style-type: none"> • Pilot Site Visits continue using new data targets • A new Initial/Continued Approval Site Visit schedule will be developed. School Leadership Program site visits will begin in 2014-15.
IPEPs/APEPs	<ul style="list-style-type: none"> • IPEPs/APEPs are submitted by all Teacher Preparation Programs, and IPEPs/APEPs from Teacher Preparation Programs who have not had a site visit under current Program Approval Standards will undergo a peer review process. 	<ul style="list-style-type: none"> • IPEPs/APEPs are submitted by all Teacher/Leader Preparation Programs and only Teacher Preparation Programs must include new FEAPs, ESOL, and Reading Matrices (where appropriate). All matrices will be reviewed 	<ul style="list-style-type: none"> • IPEPs/APEPs are submitted by all Teacher Preparation Programs, and IPEPs/APEPs from institutions with upcoming site visits will undergo a peer review process. All School Leadership Programs will submit IPEPs.

Continued Approval Activities Under Transition to New Standards

