Using Longitudinal Data Systems for Program Improvement, Accountability, and Research

CADREI, October 19, 2010
Higher Education Task Force on Teacher Preparation

- American Association of Colleges for Teacher Education
- American Association of State Colleges and Universities
- American Council on Education
- Association of American Universities
- Association of Jesuit Colleges and Universities
- Association of Public Land Grant Universities
- National Association of Independent Colleges and Universities
Higher quality and rigor are essential for effective professional educator preparation programs.
Higher Education Task Force on Teacher Preparation

1. All providers of educator preparation should adhere to the same standards.
Findings of unbiased research should guide policy development.

Three aspects of teacher preparation that are likely to have the strongest effects: content knowledge, field experience, and the quality of the teacher candidates.
Rich and rigorous preparation that is school embedded.
All teacher candidates complete a performance assessment.
Every type of preparation program should have access to the information by which they are being judged.
Multiple measures.
Underperforming preparation programs should be given the opportunity to improve.
Florida
What we Know
Multiple Pathways

**Florida Professional Certificate**
Valid 5 Years

- **After Degree-Full Reciprocity**
  Must hold a valid Standard Certificate issued by another state in a subject area

- **After Degree-Valid NBPTS Certificate in the Subject Area**

- **After Degree-Two semesters of successful college full-time teaching experience**
  Must pass the Subject Certification Exam

- **After Degree-Educator Preparation Institute Competency-based Program**
  Must pass General, Professional, and Subject Certification Exams

- **Initial Degree College Courses in Traditional Teacher Preparation Program**
  Must pass General, Professional, and Subject Certification Exams

- **After Degree-A valid ABCTE Passport Certificate in the Subject Area**
  Must Demonstrate Professional Education Competence in the Classroom

- **After Degree-District Alternative Certification Competency-based Program**
  Must pass General, Professional, and Subject Certification Exams

- **Initial and After Degree Approved College Professional Training Option- Content Major & College Education Courses per Rule 6A-4.006**
  Must complete teaching experience, demonstration of professional education competence in classroom, & pass General, Professional, and Subject Certification Exams

- **After Degree-Professional Preparation College Courses per Rule 6A-4.006**
  Must complete teaching experience, demonstration of professional education competence in classroom, & pass General, Professional, and Subject Certification Exams

**UCF College of Education**

Larry G. Daniel, UNF
What we Know:

We won...

RTTT

so...
RTTT so...

- 50% of a teacher's evaluation must be based on student growth
  - 40% state VA model
  - 10% local
RTTT so...

- 8 Committees being organized
  - Standards Instructional Teacher Tool
  - Formative and Interim Assessment Design
  - District-Developed Student Assessments for Instructional Effectiveness
  - Portal, Dashboards, and Reports
  - Single Sign-On Implementation
  - Local Systems
  - Student Growth Implementation Work Group
  - Teacher and Leader Prep Implementation Work Group

- Assessments must consider students with special needs, absenteeism, mobility
WHAT WE KNOW:

PREVIOUS DATA RELEASE PROBLEMATIC
WHAT WE KNOW:

FDOE:

• Revising FEAPs
• Renegotiating NCATE state agreement while considering implications of CAEP
WHAT WE KNOW:
SCHOOL SUPERINTENDENTS STRUGGLING TO DEVISE PAY FOR PERFORMANCE PLANS
TBD

- Data for non-FCAT programs: 80% in 4 years
- District plans for RTTT
- Overall funding for teacher pay:
  Will the shift towards merit based structures erode teacher salary funds?
TBD

• The impact of teacher performance assessment on collaborative education preparation activities.
• Future of accreditation-NCATE partnership state
• Impact of community colleges becoming state colleges
• Outcome of Governor’s race
ACTION S
ACTIONS

• Collaboration among public and private higher educational institutions: FACTE
• Tallahassee Day on the Hill
• Economic impact statements
• Faculty volunteers for RTTT committees
• Managing the message
“The big take away is that the kind of work that we are engaged in is giving teacher prep programs information that they have never had that they can ACT ON to make targeted improvements. All of the data analysis etc. doesn't mean much unless we can act on it to improve outcomes.”