

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
SCHOOL PRINCIPAL (SP) PROGRAMS (Form SP CAS-2016)

<p>Standard 1. Program Candidate and Completer Quality The school district 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>Indicator 1.1: Each school district consistently applies admission requirements in accordance with section 1012.562, F.S., and 6A-5.081, F.A.C.</p>		
<p>Annual Institutional Program Evaluation Plan (IPEP)</p>	<p>Continued Approval Program Summary Report</p>	<p>Continued Approval Site Visit</p>
<p>1. The school district describes any changes that were implemented to admission requirements, processes, methods and procedures used to admit candidates in meeting the admission requirements outlined in s. 1012.562(3)(a), F.S., and 6A-5.081, F.A.C.</p> <p>2. The school district annually reports data on candidates who applied to, were admitted to, and enrolled in the program.</p>	<ul style="list-style-type: none"> • A year-by-year district table reflecting number of candidates who applied to, were admitted into, and enrolled in the program. • Summary describing the percentage of candidates admitted who were rated highly effective and rated effective. • Summary of evidence of instructional leadership responsibilities of candidates admitted. 	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual IPEPs. • On-site: Department seeks evidence in the form of interviews, school site observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

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Indicator 1.2: The school district must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in school leadership.		
Annual Institutional Program Evaluation Plan (IPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<ol style="list-style-type: none"> 1. The school district 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. 2. The school district describes the assistance provided to and status of candidates who did not demonstrate mastery of competencies for each component of the curricula. 	A program summary report is not required.	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual IPEPs. • On-site: Department seeks evidence in the form of interviews, school site observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

Indicator 1.3: The school district must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to s. 1012.562(1), F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers.		
Annual Institutional Program Evaluation Plan (IPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<ol style="list-style-type: none"> 1. The school district describes any changes that were implemented in the collecting, monitoring and analyzing of program completer data on: <ol style="list-style-type: none"> a) Program candidates’ field experience performance evaluations in demonstration of FPLS; b) Number and percentage of program completers who are placed in school principal positions in Florida public schools; 	A program summary report is not required.	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual IPEPs. • On-site: Department seeks evidence in the form of interviews, school site observations and by other means

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<p>c) Number and percentage of program completers who are placed in school principal positions in the school district;</p> <p>d) Results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S.; and</p> <p>e) Other data results under consideration by the district.</p>		<p>to resolve questions, identify exemplars and highlight continuous improvement.</p>
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<p>Standard 2. Field Experiences The school district provides high-quality field experiences in a variety of purposeful p-12 settings that offer candidates opportunities to practice the core 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.</p>		
<p>Indicator 2.1: 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 style="text-align: center;">Annual Institutional Program Evaluation Plan (IPEP)</p>	<p style="text-align: center;">Continued Approval Program Summary Report</p>	<p style="text-align: center;">Continued Approval Site Visit</p>
<p>The school district describes (if appropriate):</p> <ol style="list-style-type: none"> 1. 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.; 2. Changes to the criteria and/or plan for the selection and training of individuals at the district who supervise and support candidates during their field experiences; 3. Changes to the plan for ensuring that each program candidate will have high quality field experiences in a variety of p-12 settings; and 4. Remediation that was provided to program candidates who were unsuccessful in field experiences. 	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual IPEPs. • On-site: Department seeks evidence in the form of interviews, school site observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

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Indicator 2.2: Program candidates are placed in high quality field experiences in which they can effectively demonstrate the Florida Principal Leadership Standards.		
Annual Institutional Program Evaluation Plan (IPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<p>The school district describes (if appropriate):</p> <ol style="list-style-type: none"> 1. Changes to how program candidates’ demonstrate the core expectations of effective school administrators during field experiences; 2. Changes to how candidates receive feedback on their progress through field experiences and internships, including strategies for improvement; 3. Changes to how program candidates’ performance in high quality field experiences is collected, evaluated and analyzed; and 4. Changes to how support will be determined, administered, and monitored for program candidates who are not successful during field experiences and internships. 	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual IPEPs. • On-site: Department seeks evidence in the form of interviews, school site observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

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<p>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.</p>		
<p>Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.</p>		
<p>Annual Institutional Program Evaluation Plan (IPEP).</p>	<p>Continued Approval Program Summary Report</p>	<p>Continued Approval Site Visit</p>
<p>1. The school district 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"> a) Program candidates’ field experience performance evaluations in demonstration of FPLS; 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 s. 1012.34, F.S.; and e) Other data results under consideration by the district. 	<p>The school district 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"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual IPEPs. • On-site: Department seeks evidence in the form of interviews, school site observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

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

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Continued Approval Site Visit

Scoring Rubric

Continued Approval Summative Rating Scoring Rubric	Full Approval with Distinction (see 6A- 5.081(3)(b), FAC)	Full Approval (see 6A-5.081(3)(b), FAC)	Denial (see 6A- 5.081(3)(b), FAC)
<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>“Acceptable” for all indicators of Standards 1, 2 and 3</p>	<p>Does not meet criteria for Level 4 but meets the following criteria: “Acceptable” for each indicator of Standard 3, and indicators 1.2 and 1.3 of Standard 1</p> <p>AND</p> <p>No score of “Unacceptable” in any indicator of Standards 1 and 2</p>	<p>“Needs Improvement” for one or more indicators of Standard 3, or indicators 1.2 and 1.3 of Standard 1</p> <p>OR</p> <p>“Unacceptable” on any indicator of Standards 1, 2 and 3.</p>