

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

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.

Annual Institutional Program Evaluation Plan (IPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
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. 2. The program annually reports data on candidates who applied to, were admitted to, and enrolled in the program.	The program provides: • A year-by-year table reflecting number of candidates who applied to, were admitted to, and enrolled in the program; • 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 • A summary of evidence of satisfactory performance of instructional leadership responsibilities of candidates admitted.	• 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 program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in school leadership.		
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1. The program describes any changes to its curricula, and submits the appropriate matrix to demonstrate the alignment of the curricula to the Florida Educational Leadership Standards (FELS) as defined in Rule 6A-5.080, F.A.C. 2. The program verifies by a written statement that the program does not distort historical events; does not include curriculum or instruction that promotes identity politics or violates section 1000.05, F.S.; and does not use curriculum or instruction 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. 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. 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.	A program summary report is not required.	• 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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5. The program ensures that its decisions about whether a completer possesses the required knowledge, skill and 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.		
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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.

Annual Institutional Program Evaluation Plan (IPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
1. The program describes any changes that were implemented in the collecting, monitoring, and analyzing of program candidate and completer data on: 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.	A program summary report is not required.	• 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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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 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 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.

Annual Institutional Program Evaluation Plan (IPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
The program describes (if appropriate): - 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.; - Changes to the criteria and/or plan for the selection and training of individuals who supervise and support candidates during their field experiences; - 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> - Remediation that was provided to program candidates who were unsuccessful in field experiences.	A program summary report is not required.	- 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 competence in the FELS, as defined in Rule 6A-5.080, F.A.C.		
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The program describes (if appropriate): 1. Changes to how program candidates demonstrate the 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.	A program summary report is not required.	• 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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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.

Annual Institutional Program Evaluation Plan (IPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
1. The program provides aggregated data in the reporting year on program candidates and program completers including, but not limited to: 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.	The program prepares a summary or synthesis of data collected over the continued approval period as evidenced in the annual IPEPs and describes patterns and themes of changes made to the program as a result of data analysis.	• Off-site: Department identifies questions or areas that need further examination as a result of review of 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 program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.		
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The program describes for the reporting year: 1. Specific program elements identified by aggregated data analyses that were determined as areas of strength 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.	The program prepares a continued approval period summary or synthesis of continuous improvement outcomes that includes: • Program elements identified as strengths and areas for growth; • Stakeholder involvement in programmatic decision-making; and • How it used the data results for program enhancements and programmatic changes.	• Off-site: Department identifies questions or areas that need further examination as a result of review of 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	Full Approval	Denial
Each indicator for each continued approval standard is reviewed and scored as follows: 3 = Acceptable 2 = Needs Improvement 1 = Unacceptable	The program has earned “Acceptable” for all indicators of Standards 1, 2, and 3.	The program has earned the following: • “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.	The program has earned the following: • “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.