

FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR LEVEL I EDUCATIONAL LEADERSHIP PROGRAMS (FORM EL IAS-2025)

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-2025) 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 verifies by a written statement that the program does not distort historical events; does not use 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

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social, political and economic inequities. (For the purposes 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 school leadership 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;

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- b. Number and percentage of program candidates who passed the FELE on the first attempt;
- 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 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.

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 development 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.