Florida Department of Education Teacher Preparation Approval System and Scoring Audit Report

Submitted by: UPD Consulting

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Table of Contents

Executive Summary

In the spirit of continuous improvement, the Florida Department of Education (FDOE) is auditing its accountability framework for state-approved teacher preparation programs (TPPs) to advance outcomes for all stakeholders. The purpose of this assessment is to address and create solutions for the following questions:

- Are Florida's state-approved TPPs currently meeting the demands of Florida's public schools?
- To what degree do Florida's state-approved TPPs understand their impact on the production of quality teachers?
- Do the metrics in Florida's teacher preparation accountability system identify strengths and opportunities to support program improvement?
- What is the impact of the Initial and Continued Approval Processes for Florida's state-approved TPPs?

For more than a decade, FDOE has administered systems and processes to deliver on section (s) 1004.04, Florida Statutes (F.S.) and s.1004.85, F.S., which directs FDOE to certify and regulate the quality of TPPs. Florida's more than 2.9 million students in public schools are counting on the FDOE to ensure that the pathway into the teaching profession is producing a high-quality teacher workforce. Furthermore, tackling the questions in this audit and taking deliberate action with a great sense of urgency are of the utmost importance for districts, schools, and the futures of millions of students.

To set the stage, Florida is currently facing significant teacher workforce challenges, including more than 3,000 combined teacher vacancies in districts across the state. Over 95 percent of Florida's teachers are achieving "Effective" or "Highly Effective" ratings on their annual evaluations; however, only roughly 50 percent of Florida students meet Level 3 or above (passing) on the Florida State Assessment (FSA) in 3rd grade English Language Arts (ELA) and 8th-grade math. In sum, there is clear evidence indicating a gap between the state's teacher supply and district demand both in terms of quantity and quality of teacher effectiveness.

Section 1004.04, F.S., defines how the FDOE shall certify programs as "state-approved" and publish the Annual Program Performance Report (APPR), which measures the evidence of TPP effectiveness and quality in regards to six performance metrics. A program's APPR score is significant because it not only measures outputs annually but also the multi-year average equates to half of the criteria for maintaining its state-approval status every seven years. Some of the most interesting findings in the most recent APPR publication were not the program scores, instead, they were the recommendations for the FDOE to change the scoring framework. These recommendations are noted below:

- Increase the number of programs that can be ranked. Only 82 of 318 programs had enough performance data to meet minimum requirements for their programs to receive a ranking.
- Evaluate data quality and consider alternative weighting formulas. Summative scoring weights all metrics equally, which is problematic as certain metrics are more useful to gauge program quality or inform policy improvements than others.

- Modify the accountability system business rules to make the resulting information more reliable and useful for TPPs.[1]

FDOE engaged UPD Consulting (UPD) to conduct the audit of the state's TPP accountability system – both the state-approval process and the APPR. After a four-month, in-depth review, this report assesses both the *current state* of Florida's TPP accountability and annual rating systems and also provides design recommendations for the FDOE's *future state* for TPP approval and ratings. This report contains recommendations for reinventing the APPR and program approval in a way that improves their validity, guides program improvement actions, and measures the quality of state-approved teacher preparation programs more precisely.

Process

In August 2021, UPD and the FDOE Office of Educator Preparation began conducting a weekly meeting to review FDOE documentation and APPR data, and research how other states review, approve and rate the quality of their TPPs. UPD reviewed relevant state statutes, State Board of Education (SBOE) rules, the state's online reporting system for TPP reports (eIPEP)[2], the steps and calculation methods for Initial and Continued Approval of TPPs, and the six APPR performance metrics in depth.

In addition to the document and data analyses, the process included multiple interviews with directors of state-approved TPPs; interviews with district representatives; a meeting with the Council of 100; regular conversations both as a group and individually with FDOE's Office of Educator Preparation; and conversations with FDOE's data and accountability staff.

In terms of statewide stakeholder engagement, this effort engaged input from school districts and teacher preparation representatives via the utilization of multiple surveys totaling more than 190 responses. A summary of survey outcomes is included in the Appendix of this report. There was also a deliberate learning process of structured weekly check-in meetings with the FDOE Office of Educator Preparation, during which UPD and FDOE continually collaborated to discuss findings and recommendations.

This report is organized into four sections:

- APPR Performance Metrics
- Initial and Continued Approval Processes
- Additional Recommendations for the Uniform Core Curricula, Statute, and Certification
- A Condensed Summary of Findings and Recommendations

Each section contains departmental "Findings" and "Recommendations." A "Finding" is a conclusion drawn from consulted sources that addresses one of the four key audit questions listed in the Executive Summary above. "Recommendations" are split into two categories:

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[1] Jacobs, Sandi, "Florida Teacher Preparation Programs: A Summary and Analysis of Program Performance," Education Council, January 2021, pp. 61-66.

[2] Florida's eIPEP system can be found online at https://www.florida-eipep.org/.

a) "Summative Recommendations," which are high level and pertain to each section in this report, and b) "Detailed Recommendations," which are specific changes or actions proposed for FDOE to address the Findings and design a new system in service of improving the APPR Scoring and Approval processes.

APPR Performance Ratings

Findings: APPR Performance Metrics

> Current APPR Performance Metrics have limited validity for measuring program quality and effectiveness, and limited utility for guiding program improvement actions.

> APPR Performance Metrics have limited validity for informing TPPs on their capacity and their effectiveness of producing high-quality teachers that meet the demands of Florida public schools.

The current APPR Performance Metrics measure their intent; however, it is worthwhile to determine if those measures are valid for rating quality and program effectiveness and informing improvement. Metric 1 quantifies placement, Metric 2 quantifies retention, Metrics 3 and 4 measure impact on student learning (to a limited degree), Metric 5 aggregates teacher evaluation scores, and Metric 6 quantifies production of teachers in shortage areas.

The main issue with the APPR Performance Metrics is that TPPs have limited control over the data inputs that lead to the results of these metrics, thus making it difficult to make improvement decisions for different outcomes. Additionally, the current combination of metrics and business rule calculations does not fully achieve FDOE's goals of measuring program quality and effectiveness.

Detailed Findings

A. Performance Metrics 1, 2, and 6 are not valid measures for assessing the quality of Florida's Initial Teacher Preparation Programs (ITPs), Educator Preparation Institutes (EPIs), and Professional Development Certification Programs (PDCPs), nor are these metrics valid for indicating whether these programs are meeting the demands of Florida public schools.

1. Metric 1: Placement - This quantifies the number of completers who are hired in both Florida instructional positions and those out-of-state, which provides evidence of a program's effectiveness in addressing the number of new teachers Florida public schools need. However, it does not indicate whether this output is keeping pace with statewide teacher vacancies. There is the potential for this metric to be used as a motivator for recruitment, placing more accountability on TPPs to increase enrollment and more actively address

Florida's teacher shortage.

Metric 1 negatively impacts programs that are net importers of out-of-state candidates who are more likely to have graduates placed out of state. As it is currently structured, programs have the option to improve their scores by tracking down out-of-state completers hired in instructional positions, but programs report that this effort is a significant effort with little reward.

2. Metric 2: Retention does not measure program quality because it is an unproven assumption that teacher retention is a reliable indicator of program quality. One study, cited in the 2021 annual teacher preparation report, notes that some attrition is "normal, inevitable, and beneficial."[3] The five-year period for measuring retention within this metric is problematic because a) programs have naturally less connection to completers over time; b) programs could be negatively impacted by the success of high-performing completers who naturally ascend to other roles (e.g., administration curriculum), and c) after four or five years, as programs change/improve, they could be different while still accountable for completers who graduated from the former version of the program.

3. Bonus Metric 6: Critical Teacher Shortage Areas do not reflect the quality and are inconsistent in how it rewards quantity. A program can receive bonus points for adding completers in shortage areas regardless of how many they add (e.g., +1 completer or +100 completers equal the same bonus score). Most programs consulted recommended omitting this metric, and they described little ownership over recruiting candidates for critical shortage pathways, noting that candidates self-select into their course of study.

B. Performance Metrics 3 and 4 have partial validity for assessing the quality of Florida's ITPs, EPIs, and PDCPs but are limited by the breadth of scores, the program areas, and sample size requirements for scoring.

1. Metric 3: Performance of Pre-K through Grade 12 Students on Statewide Assessments - This metric holds the potential to measure program quality, but it does not in practice because too few programs receive a rating due to the very small number of applicable value-added models (VAM)[4] scores available. In one case, only six out of 50 elementary program completers in a state-approved elementary education program received VAM scores, thus driving the entire APPR subscore for Metric 3. With VAM scores only for English language arts and mathematics included in this metric, too many programs are

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[3] Ingersoll, R., Merrill, L., & May, H. (2014). What Are the Effects of Teacher Education and Preparation on Beginning Teacher Attrition? CPRE, Research Report #RR-82. Philadelphia: Consortium for Policy Research in Education, p. 29.

[4] Florida's value-added model (VAM) measures the impact a teacher or school had on their students' learning growth. For more information, see the department's website: https://www.fldoe.org/teaching/performance-evaluation/.

excluded, providing only a very limited view of how programs are impacting student learning outcomes. However, it is vital for any accountability framework to include student learning outcomes as a measure for rating both program quality and effectiveness.

2. Metric 4: Performance of Student Subgroups on Statewide Assessments - This metric has the same concerns as Metric 3 as few completers have VAM data. Metric 4 delivers a "double jeopardy" score for programs since the same completers or an even smaller subset will determine the scores for Metrics 3 and 4. Moreover, many TPPs reported (both in survey results and through conversations) that due to the three-year lag time for completer scores and the limited applicability of these scores, VAM was not viewed as an important measure for program quality review and improvement.

C. Performance Metric 5 has partial validity for assessing program quality and capacity to meet the demands of Florida public schools but is limited by a lack of differentiation in evaluation scores among educators.

1. Metric 5: Teacher Evaluations - This includes the highest number of programs that are scored (compared to the other metrics), but the key challenge is that Florida's teacher evaluation system does not differentiate between rating outcomes since 98% of teachers are rated "Effective" or "Highly Effective" by district staff in their performance evaluations. Despite this, and due in part to this metric applying to most completers, most programs perceive Metric 5 as holding the most value for assessing their quality and informing improvement.

Summative Recommendation

Update Florida statute and SBOE rule to redesign the APPR Performance Metrics to strengthen the validity of utilized metrics to accurately measure program quality, assess TPP's capacity to meet the demands of Florida public schools, and inform improvement actions.

Findings: APPR Performance Metric Calculations

The calculation methodology for current APPR Metrics 1-6 meets statutory requirements in principle, but does not generate ratings and scores for many TPPs in practice due to sample size requirements, the lack of available individual metric scores, and key differences in program types (i.e., ITP, EPI, PDCP), thus limiting their value and impact.

Clearly, a significant number of programs do not have the requisite number of completers to generate actual scores for APPR metrics. In 2020, only 26% of state-approved programs met necessary completer thresholds to earn ratings on each of the metrics. In other words, 74% of Florida's state-approved programs did not receive APPR scores, thereby limiting the

information they had to guide their improvement actions.

> The methods for aggregating sub-scores for Metrics 1, 3, and 4 and producing APPR Summative Scores are difficult for programs to understand and therefore limited in their value for understanding quality and making improvement decisions.

> The calculation rules that assign multi-year lag times before data are reported for Metrics 2, 3, and 4 limits the value of the scores for understanding program quality and informing timely improvement actions.[5]

Summative Recommendation

> Revise APPR metrics and scoring framework to accurately measure program quality and effective outputs, illuminating whether programs are meeting the demands of Florida public schools, and providing more information for program improvement actions.

Detailed Recommendations for Revised APPR Metrics

What follows are the recommendations for revising the individual APPR Performance Metrics and the summative scoring framework. The chart below provides an overview comparison of the current Metrics and new Metric recommendations.

Current Metrics		Recommended New Metrics	
Metric 1: Placement	Scores by Program Only	Metric 1: Candidate Readiness (FTCE)	Scores by Program & Institution
Metric 2: Retention		Metric 2: Impact on Student Learning	
Metric 3: VAM		Metric 3: Workforce Contribution	
Metric 4: VAM / Subgroups		Metric 4: Teacher Evaluations	
Metric 5: Evaluations		Metric 5: Employer Survey	
Metric 6: Critical Shortage Areas		Metric 6: Completer Survey	

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[5] Metric 2: Retention Rate is calculated from the results of completers still employed in instructional periods within the five-year period after their initial hire. Metrics 3 and 4: Student performance on statewide assessments (VAM) and by subgroups are calculated from the results of completers employed within the last three years.

Detailed Recommendations for New Metrics

Metric 1: Candidate Readiness

Description: The Florida Teacher Certification Exam (FTCE) is an important metric to build into APPR because it is a standardized measure, and the FTCE intends to assess candidate general, pedagogical, and subject area knowledge. The FTCE focuses attention on preparation and coursework inputs that TPPs control before program completion. Additionally, consistent feedback from TPPs, district representatives, and FDOE stakeholders support including FTCE as a measure of completer readiness, measuring their knowledge base and preparation for the rigors of Florida public schools.

Calculation Considerations: Use the Professional Education test for all program types (ITPs, EPIs, and PDCPs) and integrate Subject Area tests for ITPs. Calculate scores based on first-time pass rate averages assigned to 1-4 scoring bands. Programs with sample sizes below five completers should not receive a score for this metric.

Metric 2: Impact on Student Learning

Description: It is vital to maintain measures of student learning outcomes in the APPR framework, as it is a key consideration of outcome quality (currently Metrics 3 and 4). Student learning outcomes are a consistent performance metric across state and national accrediting entities. FDOE is currently in the process of developing a new system to measure student outcomes. FDOE should score programs within the APPR based on completer outcomes from the new statewide student assessment system once it is complete, continuing to use VAM until that time.

Calculation Considerations: FDOE should include as many subject areas and grade levels as possible in the APPR system and provide clear and accessible information to the field about how student outcomes are calculated and linked to programs. Once the scoring methodology for the state's new system has been developed, the recommendation is to assign 1-4 scoring band thresholds for integrating this into a revised APPR scoring framework.

Metric 3: Workforce Contribution

Description: Given Florida's persistent challenges with pervasive teacher shortages, it is important to continue assessing the placement of completers (currently Metric 1) within APPR. Described differently, "placement" is a measure of how a program contributes to Florida's teaching workforce. It is recommended that FDOE consider calculating placement in a manner that rewards placement of completers in-state and in Critical Teacher Shortage Areas (CTSAs).

Calculation Considerations: Consider a weighted average of completer types: a lower point value for completers hired in instructional positions out of state (e.g., .5), a higher value for in-state instructional hires (e.g., 1), and the highest point value for in-state hires in critical

shortage areas (e.g., 1.5). Then sum these point values divided by the number of completers in a cohort and assign these averages into scoring bands 1-4 which are informed by the past 5 years of workforce data.

Metric 4: Teacher Evaluations

Description: As previously stated, there are limitations to Teacher Evaluations in APPR (currently Metric 5) due to the lack of differentiation in score results amongst first-year teachers. However, a completer's performance as rated by their district supervisor in their first year of service is an important benchmark for that individual, the program they completed, and for external consumers of program ratings (e.g., future candidates, education advocates, etc.). With this in mind, the recommendation is to include Teacher Evaluations in the APPR with a lower weighting in the overall program and institution scores, identified in the table below.

Calculation Considerations: Set scoring bands 1-4 based on the prior five years of statewide evaluation data for first-year teachers, assigning thresholds within each band for percentages: highly effective, effective, and unsatisfactory. Then, score programs based on a percentage of completers in each evaluation category for the current year.

Metric 5: Employer Survey

Description: Senate Bill 7070 (2019) added satisfaction surveys of program completers and their employers to the criteria for Continued Approval, but did not identify surveys as a scored metric in the APPR. It is recommended that these surveys be included in the APPR scoring formula. Employer perception in regards to the effectiveness of newly hired teachers can provide programs with detailed information about program quality. TPP and district stakeholders place a large emphasis on the professional opinions of supervisors for assessing the quality of candidates and providers. To include this in the APPR, the FDOE research and evaluation team (or a reputable third party) could develop Employer Surveys, aligning the survey items to the Florida Educator Accomplished Practices (FEAPs), which are Florida's core standards for effective educators, to ensure survey items strongly link to standards of practice. The timeframe for completing the surveys should be towards the end of the first year of placement after an individual completes their program.

If FDOE moves forward with adopting this metric, consider creating a FDOE-generated standard majority of items (e.g., 15) for APPR scoring and an open section for a minimum number of program-provided items (e.g., 5) that are not scored in the APPR. This could potentially engage programs in pushing for higher completion rates and provide them with feedback specific to their unique design.

Calculation Considerations: Create scoring 1-4 scoring bands that combine response rates with favorability scores. The minimum percentage of responses should decrease for scoring purposes as the program sample size increases, and the response rate index will help ensure that programs meet minimum sample size requirements.

Metric 6: Completer Survey

Description: Completer perceptions regarding the effectiveness of their preparation can provide programs with detailed information and useful insight in terms of program quality. Collected stakeholder feedback invited for this report is overwhelmingly supportive of including Completer Survey results; this is a consistent practice in other states and national accrediting agencies. Moreover, this is now a part of Florida statute and SBOE rule. Similar to the Employer Survey, the recommendation is to align survey items with teaching skills and competencies outlined in the FEAPs and designed by the FDOE's research and evaluation team (or reputable third party) to ensure survey instruments strongly link to standards of practice. The timeframe for completing the surveys should be towards the end of the first year of placement after an individual completes their program. If FDOE moves forward with adopting this metric, consider creating a FDOE-generated standard majority of items (e.g., 15) for APPR scoring and an open section for a minimum number of program-provided items (e.g., 5) that are not scored in the APPR. This could potentially engage programs in pushing for higher completion rates and provide them with feedback specific to their unique design.

Calculation Considerations: Create scoring 1-4 scoring bands that combine response rates with favorability scores. The minimum percentage of responses should decrease for scoring purposes as the sample size of responses increases. The response rate index will ensure that programs meet minimum sample size requirements to score this metric.

Detailed APPR Scoring Recommendations

Here are the weights for calculating APPR scores for individual programs:

Proposed Metrics	**Proposed Weighting in Overall Program Score**
Metric 1: Candidate Proficiency	25%
Metric 2: Impact on Student Learning	25%
Metric 3: Workforce Contribution	25%
Metric 3: Teacher Evaluation	12.5%
Metric 4: Employer Survey	6.25%
Metric 6: Completer Survey	6.25%

The APPR summative scoring framework should include two scores: 1) an APPR score for each TPP, and 2) a summative APPR score for institutions, which is an aggregation of all program scores using the same weighting from the table above.

Consider elevating the APPR score visibility (both at the program and institution levels), annually announcing the public release of scores, and celebrating programs and institutions increasing their scores, mirroring the public release of K-12 school grades in Florida.

Additionally, FDOE should modify eIPEP to make it more prominent, including the institution roll-ups, clearer displays, and links to access to sites instructing candidates how to become certified in Florida. Also, consider increasing APPR score visibility by requiring programs and/or institutions to post their scores on their websites.

Initial and Continued Approval

Findings

The Initial Approval Process is Florida's method to certify new teacher preparation programs as "state-approved" for preparing teachers. The Continued Approval Processes is the method FDOE applies to extend a program's state-approved status every seven years. The basis for this process is found in s. 1004.04, F.S., and SBOE Rule 6A-5.066, Florida Administrative Code (F.A.C.). Together, Initial and Continued Approval hold the greatest value for supporting program improvement. Specifically, the Site Visit component of the Continued Approval Process provides programs with detailed and complete information to help organize their improvement efforts.

> The Initial Approval Process is effective, and there are no recommended changes.

The Initial Approval Process is properly aligned to Florida statutes and has clear expectations for program inputs. It is an iterative process that provides formative feedback to new programs and supports their efforts to meet initial expectations. Annual reporting ensures programs provide FDOE with information to effectively monitor program quality and performance during the Initial Approval period. Feedback from stakeholders and FDOE support the Initial Approval Process as a meaningful and effective measure of new programs.

> The Site Visit component of Continued Approval is highly effective for informing program improvement actions, but the impact is significantly limited as only elementary and prekindergarten-primary education programs receive a site visit, leaving out hundreds of other state-approved programs.

SBOE Rule 6A-5.006, F.A.C., states that each state-approved program will receive a site visit during the final year of the seven-year approval period, and specifies the site visit will occur for an ITP or EPI with elementary education or prekindergarten-primary education program (whichever is larger). Additionally, the rule identifies that "Florida Site Visit Framework, Form FSVF-2021" will be applied to score: a) Review Area 2, ensuring that candidates and completers are prepared to instruct prekindergarten through grade 12, and b) Review Area 3, ensuring high-quality field and clinical experiences. Review Areas 2 and 3 will be assigned a

score of 1-4 ("inadequate" to "strong").[6] The Continued Approval Summative score is derived from the average of Review Areas 2 and 3 (weighted at 20%) with the APPR Average Summative Rating (weighted at 50%), and Evidence of Programmatic Improvement Rating (an improvement plan created by the program and weighted at 30%).[7]

Overwhelming feedback through survey input and conversations with stakeholders indicates the most helpful element of the Continued Approval Process is the site visit. Onsite program reviews provide a structured method to understand and assess execution and quality. Currently, site visits are conducted for all elementary and prekindergarten-primary programs, whichever is largest at the institution. This excludes numerous programs that serve other subject areas and grade ranges. The expectation with site visits in their current configuration is that elementary education or prekindergarten-primary education programs will share site visit results with the other programs that are a part of their institution. However, survey and stakeholder feedback demonstrates this is not happening systematically. In sum, site visits are one of the most effective tools FDOE uses to rate quality and support improvement, but this is limited to a small subset of programs, and there is great potential and opportunity to act with urgency to expand and scale this to all programs.

> Too many state-approved programs produce too few completers (e.g., 60+ programs with fewer than five completers per year) to warrant the resources FDOE applies to APPR and approval for those programs.

FDOE can leverage the approval status of programs with dwindling, dormant, or inactive cohorts in a manner that conserves the FDOE's resources and prompts programs to increase enrollment. During the Continued Approval Process, FDOE could require a minimum number of completers for in-person site visits, and those not meeting this threshold would do a virtual or paper-based site visit. The virtual or paper-based visit would apply the same review standards while lowering the resource strain on the department while maintaining the rigor of visits. Furthermore, FDOE could establish a mandatory minimum number of completers within a specific timeframe for retaining state-approved status, which could potentially incentivize programs to recruit more candidates. Additionally, refining the Continued Approval Summative Score ratings and increasing the public visibility of Continued Approval Summative Scores and completer cohort sizes for all programs and institutions hold promise to strengthen these processes, motivate programs to expand, and reduce FDOE resource constraints.

Summative Recommendation

> FDOE should: a) revise the Continued Approval Process to ensure that all programs that meet a minimum size receive a Site Visit, b) remove state-approval from programs

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[6] The Florida Site Visit Framework can be accessed at https://www.flrules.org/gateway/reference.asp?No=Ref-13738.

[7] Florida Administrative Code, State Board of Education, Department of Education, Educator Standards, Preparation and Performance, "6A-5.066, Approval of Teacher Preparation Programs," Effective 11/23/2021.

producing a minimum number of completers over a multi-year period, c) revise the Continued Approval scoring framework and provide summative scores at both the program and institution levels, and d) publicly share and communicate summative scores.

Detailed Recommendations for Revising Initial and Continued Approval

Maintain Initial Approval in its Current Form

Revise the Continued Approval Process:

1. Adjust the TPI Site Visit to assess and score Review Areas 1 & 4 at the institution level.

2. Administer site visits for all programs with a minimum number of completers (five and above) during the Continued Approval Process.

3. a) Non-CTSA programs: must have three or more annual completers averaged over a three-year period or lose state-approval, and b) CTSA programs must have one or more annual completers averaged over a three-year period or lose state-approval.

4. Base the Continued Approval Summative Scores on the revised APPR (50%), Site Visit (30%), Evidence of Programmatic Improvement Rating (20%).

5. Provide Continued Approval Summative Scores at the program and provider levels with four possible ratings: Full Approval with Distinction, Full Approval, Approval with Conditions, Low-Performing Resulting in Loss of Approval.

6. Provide Summative Scores for Programs and Institutions and increase score visibility.

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1. Adjust the TPI Site Visit to assess and score Review Areas 1 & 4 at the institution level.

As described above, the Continued Approval Site Visits are completed every seven years, and, despite having four Review Areas in the Florida Site Visit Framework, Form FSVF-2021, only two are factored into the Continued Approval Summative Score. Nonprofit organization and teacher education expert, TPI-US ("TPI") developed the Florida Site Visit Framework and scoring methodology, and currently, TPI conducts the site visits with FDOE.

The two Review Areas in the Florida Site Visit Framework not factored into the Summative Score are Review Area 1 (Quality of Selection) and Review Area 4 (Program Performance Management (the Florida Site Visit Framework is available on the FDOE website[8]). For ITPs (university/college-based teacher education institutions), these elements are most often delivered at the institution level – e.g., College of Education admission practices, leadership level performance monitoring, etc., and it is at this level where feedback is the most useful.

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[8] The Florida Site Visit Framework can be accessed at
https://www.flrules.org/gateway/reference.asp?No=Ref-13738.

Continued Approval Site Visits are narrowly focused on elementary and prekindergarten-primary education programs (whichever is larger), and once complete, the expectation is that these programs are sharing the findings horizontally with the other programs in their institution and vertically with the leadership of their institutions. Survey feedback and individual conversations with Deans, Directors of Assessment, and Program Coordinators together demonstrate that these conversations are largely not happening or only to a limited extent.

The recommendation is to score Review Areas 1 and 4 at the institution level to elevate the visibility of the findings, increase their impact, and orient them at the organizational level with the authority to drive changes and improvement (Florida Site Visit Framework link footnoted below). Specifically, Area 4, Quality of Program Performance Management, is a shared responsibility between a program and its institution. Often the resources and leadership for performance management is common across all programs and housed at the institution leadership level.

Continue assessing Review Area 2, Quality of Content Knowledge and Teaching Methods, and Review Area 3, Quality of Clinical Placement, Feedback, and Candidate Performance at the program level.

> 2. Administer site visits for ALL programs with a minimum number of completers (five and above) during the Continued Approval Process.

Given that the full Continued Approval Process and the site visits specifically hold the greatest potential for supporting program improvement, the recommendation is for all programs, not only elementary and prekindergarten-primary education programs, above a mandatory minimum size receive site visits. This is a dramatic shift from the current level of effort and resourcing FDOE applies for site visits, but this is a unique moment for the FDOE to explore creating new and different avenues to scale site visits. Some ideas for expanding FDOE's capacity to complete site visits of all state-approved TPPs include:

- Working with TPI to make modifications to the site visit framework, assess Review Areas 1 and 4 at the institution level, and assess multiple programs within the institution with Review Areas 2 and 3.
- In collaboration with TPI, engaging trained Florida teachers and/or teacher educators with subject matter expertise to review smaller, specialized programs (e.g., Music, Foreign Language, etc.).
- Choosing national accreditors that FDOE could designate as "state-approved" (e.g., Council for the Accreditation of Educator Preparation [CAEP]), and identifying that programs that go through the accreditor Site Review processes within the seven-year timeframe will meet this requirement.
- Design a peer site visit process, training up local PK-12 educators, teacher educators, and other stakeholders across the state to build in-house capacity and/or expand virtual site visits.

In addition, converting site visits to virtual or paper-based while maintaining the programmatic rigor of programs not meeting a minimum number of candidates will preserve

FDOE time and resources. This modified version of the site visit will put programs in a warning zone or "on notice" that they are on the verge of losing state-approval (noted in recommendations below) if they continue experiencing periods of minimal completer counts.

> 3. Remove state-approval status from programs not maintaining a minimum number of completers: a) Non-Critical Teacher Shortage Area (CTSA) programs: must have three or more annual completers averaged over three years or lose state-approval, and b) CTSA programs must have one or more annual completers averaged over three years or lose state-approval.

Many issues result from alarmingly small programs graduating five or fewer completers annually (e.g., not substantially adding teachers to address the statewide shortage, requiring significant time and resources from the FDOE, etc.). The burden to complete the steps in the Continued Approval Process is significant for all TPPs and felt most acutely by smaller programs with limited staff.

To address these issues, FDOE can create a process to remove state approval for programs with three or fewer completers (or another minimum number to be determined by FDOE) averaged over a designated multi-year window. This has the potential to incentivize TPPs to recruit candidates, increase their enrollment, and reduce the time and energy FDOE applies to approval and annually scoring dormant or inactive programs. FDOE should implement this process as soon as program enrollment dips below the minimum regardless of the Continued Approval seven-year timeline (i.e., not waiting until Continued Approval to assess enrollment and notify programs). This process should allow a remediation window for programs to adjust and preference programs delivering higher numbers of candidates in critical teacher shortage areas (CTSAs) before losing state approval.

> 4. Base the Continued Approval Summative Scores on the revised APPR (50%), site visit (30%), and Evidence of Programmatic Improvement Rating (20%).

One of the core recommendations for the Continued Approval Process is for all programs to receive a site visit, which is a huge expansion for FDOE to contemplate. Given this expanded scope and increased attention, the recommendation is to increase the weighting percentage for site visits in the Continued Approval Summative Score from 20% to 30%. This will necessarily reduce the weighting of "Evidence of Programmatic Improvement," which is the completion of an improvement plan and providing evidence of improvement, from 30% to 20%.

> 5. Provide Continued Approval Summative Scores at the program and provider levels with four possible ratings: Full Approval with Distinction, Full Approval, Approval with Conditions, Low-Performing Resulting in Loss of Approval.

Currently, the Continued Approval Summative Score rating scale has three categories: Full Approval with Distinction, Full Approval, and Denial of Approval. This rating system is missing

an interim notification rating before programs lose their approval. As identified above, the recommendation is to create a pathway for removing state approval from small programs, and an "At Risk" rating will function in parallel, to warn programs that they are in danger of losing their approval based on quality or quantity. The "At Risk" scoring category will provide TPPs with a remediation timeline before fully removing state approval. FDOE could also consider a type of early warning system before to the end of the seven-year Continued Approval Summative Scoring period, notifying programs that they are verging on "At Risk" and providing supports before scores are final.

> 6. Provide Continued Approval Summative Scores for programs and institutions and increase score visibility (e.g., public announcements, awarding progress, requiring programs and institutions to post on their websites, etc.).

The recommendation is to provide Continued Approval Summative Scores at the program and institution levels based on the revised APPR framework (above) score at 50%, the site visit (noting Review Area recommendations above) at 30%, and Evidence of Programmatic Improvement at 20%. The institution-level scores will be a roll-up average using the updated weightings. As with the APPR scores, the recommendation is for FDOE to increase the visibility of Continued Approval Summative Scores at both the program and institution levels, which could include press announcements, public awards for growth, grant opportunities, modifications to eIPEP to make it more prominent, and/or requiring that programs and/or institutions post their scores on their websites.

Additional Recommendations for Consideration

What follows are additional lines of inquiry and analysis that emerged from the project and merit consideration as FDOE seeks to improve the APPR and Initial and Continued Approval Processes.

Uniform Core Curricula

Florida has established a uniform core curricula (UCC) for state-approved TPPs to achieve and maintain their approval status. This is outlined in s. 1004.04, F.S., and SBOE Rule 6A-5.066, F.A.C., Approval of Teacher Preparation Programs. What follows are specific recommendations for SBOE Rule 6A-5.066, F.A.C., relating to the UCC:

> Add statutory language regarding best practices for in-course grading and update 6A-5.066(1)(jj), to include, "Strategies and practices to support effective, research-based, state standard-aligned assessment and grading practices."

In September 2020, the Florida Council of 100 published compelling evidence of a persistent year-over-year trend of state assessment results differing significantly from course grades. The analysis found that although students meet and exceed the school-based grading requirements for passing their courses, these same students fail to meet proficiency standards

on statewide assessments.[9]

> Remove 6A-5.066(1)(jj)4, "Content literacy and mathematical practices" from the UCC.

This is addressed in the FEAPs. Also, feedback from stakeholders identified that providing mathematics training for candidates who will not be math teachers places a time burden on their programs.

> Remove 6A-5.066(1)(jj)8, "The use of character-based classroom management that includes methods for the creation of a positive learning environment to promote high expectations and student engagement in meaningful academic learning that enhances age-appropriate social and emotional growth" from the UCC.

Classroom management is addressed in the FEAPs and character-based classroom management appears to be an overly broad and vague requirement.

Clinical Practice

> FDOE should specify a required minimum amount of time for the culminating clinical experience for ITPs.

The requirement could either be: 1) a change to statute language and be included in the UCC (a logical place to add this in the current UCC would be item D), or 2) a change to FDOE rule language. Any statutory changes would require a legislative act; whereas, a rule change provides FDOE the ability to change, revise, or update internally based on changes in the field.

What follows are language suggestions for updating the UCC:

"Approved ITP programs must include a minimum of 60 hours of candidate clinical experience prior to the culminating clinical experience and a culminating clinical experience that includes a minimum of 12 weeks or 420 hours of student teaching."

"Approved EPIs and PDCPs must include a minimum of 60 hours of candidate clinical experience prior to serving as the teacher of record and the teacher of record period should be a minimum of one school year."

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[9] Frey, E. A. F., & Steve Birnholz, S. B. (2020, September). The Rigor Gap: Comparing Course Grades and End–of–Course Exam Results of Algebra I and 10th Grade English Students in Florida. The Florida Council of 100: https://tinyurl.com/5arpmss5.

Certification

> In conjunction with TPPs and district partners, explore expanded and streamlined pathways that include paid internships or other incentivized structures for student teachers through which districts can retain successful student teachers and channel them into full-time employment.

District hiring managers and representatives described significant difficulty retaining their student teachers and hiring them into full-time instructional positions. Additionally, unpaid student teaching internships have been found to deter candidates from entering the teaching field. This recommendation for paying candidates for their student teaching experience could address these concerns.

Conclusion

State educational agencies navigate the tension between two vital functions: regulating public education and supporting its improvement. These agencies rarely step back to grapple with the simple question, "Are we getting what we want out of all of this work?" FDOE's Office of Educator Preparation is asking this question and has taken a unique step to conduct this audit.

Research indicates there are few factors as important as an effective teacher in a child's education. A structural modification to Florida's teacher education system will have enormous downstream implications on the production of teachers ready for Florida public schools. The recommendations in this report for changing the APPR and Continued Approval are feasible and well within the FDOE's grasp.

In addition to the audit findings and recommendations, what holds the most promise is that FDOE's Office of Educator Preparation is unquestionably committed to growth and improvement. *What is most important now is not the details of this report, but the specific actions FDOE takes in light of them*. Given the FDOE's deep commitment to continuous improvement, there is little question that Florida's TPP accountability system will advance in the coming years, producing significantly higher numbers of day-one-ready teachers for Florida public schools.

Condensed Findings & Recommendations

Findings

APPR Performance Metrics
1. The APPR Performance Metrics in their current form have limited validity for measuring program quality and effectiveness and limited utility for guiding program improvement actions.
2. The APPR Performance Metrics have limited validity for informing TPPs on their capacity for producing quality teachers that meet the demands of Florida public schools.
3. The calculation methodology for Metrics 1-6 meet statutory requirements in principle, but in practice do not generate ratings and scores for many TPPs because of sample size requirements, the lack of availability of individual metric scores, and key differences in program types (i.e., ITP, EPI, PDCP), thus limiting their value and impact.
4. The methods for aggregating sub-scores for Metrics 1, 3, and 4 and producing APPR Summative Scores are difficult for programs to understand and therefore limited in their value for understanding quality and making improvement decisions.
5. The calculation rules that prescribe multi-year lag times for Metrics 2, 3, and 4 limit the value of the scores for understanding program quality and informing timely improvement actions.

Initial & Continued Approval
1. The Initial Approval process is effective, and we do not recommend any changes to this process.
2. The Site Visit component of Continued Approval is highly effective for informing program improvement actions, but the impact is significantly limited since only Elementary and Early Childhood programs receive site visits, leaving out hundreds of other state-approved programs.
3. There are too many state-approved programs producing too few completers (e.g., 60+ programs with fewer than five completers per year) to warrant the resources FDOE applies to APPR and approval for those programs.

Summative Recommendations

Update Florida statute and SBOE rule to redesign the APPR Performance Metrics (omitting some, adding new, and revising all) to strengthen the validity of the metrics in how they measure program quality, assess TPP's capacity to meet the demands of Florida public schools, and inform improvement actions.

Revise the APPR metrics and scoring framework to better measure program quality and effective outputs, illuminating whether programs are meeting the demands of Florida public schools, and providing more information for program improvement actions.

FDOE should: a) revise the Continued Approval Process to ensure that all programs that meet a minimum size receive a Site Visit, b) remove state-approval from programs producing a minimum number of completers over a multi-year period, c) revise the Continued Approval scoring framework and provide summative scores at both the program and institution levels, and d) publicly share and communicate summative scores.

Detailed APPR Recommendations

New APPR Metrics & Program Score Weights
- Metric 1: Candidate Readiness (FTCE) | 25% - Using FTCE Professional Education and Subject Area tests, assign APPR sub-scores based on first-time pass rates assigned to 1-4 scoring bands.
- Metric 2: Impact on Student Learning | 25% - This metric is yet to be determined based on the pending development of FDOE's new statewide student assessment system, which should include as many subject areas and grades as possible with clear and accessible explanations for all stakeholders.
- Metric 3 Workforce Contribution | 25% - Calculate a weighted average of completer types: a lower point value for completers hired in instructional positions out of state (e.g., .5), a higher value for in-state instructional hires (e.g., 1), and the highest point value for in-state hires in critical teacher shortage areas (e.g., 1.5). Then sum these point values divided by the number of completers in a cohort and assign these averages into scoring bands 1-4 which are informed by the past 5 years of workforce data.
- Metric 4: Teacher Evaluations | 12.5% - Utilize the current scoring method for teacher evaluations (current APPR Performance Metric 5).
- Metric 5: Employer Survey | 6.5% - FDOE develops a standardized survey for employers to complete aligned to teacher skills and competencies outlined in the FEAPs, administered during the first-year post-completion, and scored based on favorability scores and completion rates assigned to 1-4 scoring bands.
- Metric 6: Completer Survey | 6.5% - FDOE develops a standardized survey for completers aligned to teacher skills and competencies outlined in the FEAPs, administered during the first-year post-completion, and scored based on favorability scores and completion rates assigned to 1-4 scoring bands.

Scoring & Visibility
- Each TPP receives an APPR score.
- Using the same weighting, average all program scores by Metric within an institution for an overall institution score.

- Elevate the APPR score visibility for programs and institutions by publicly releasing scores (e.g., public announcements, awarding progress, requiring programs and institutions to post on their websites, etc.).

Detailed Initial and Continued Approval Recommendations

Initial Approval
- Maintain Initial Approval in its current form.

Continued Approval
- Adjust the TPI review (site visit) to assess and score Review Areas 1 & 4 at the institution level.
- Administer site visits for ALL programs with a minimum number of completers (five and above) during the Continued Approval Process.
- Remove state-approval status from programs not maintaining a minimum number of completers: a) Non-CTSA programs: must have three or more annual completers averaged over three years or lose state-approval, and b) CTSA programs must have one or more annual completers averaged over three years or lose state-approval.
- Base the Continued Approval Summative Scores on the revised APPR (50%), site visit (30%), and Evidence of Programmatic Improvement Rating (20%).
- Provide Continued Approval Scores at the program and provider levels with four possible ratings: Full Approval with Distinction, Full Approval, Approval with Conditions, Low-Performing Resulting in Loss of Approval.
- Provide Summative Scores for programs and provider/institutions and increase score visibility (e.g., public announcements, awarding progress, requiring programs and institutions to post on their websites, etc.).

Additional Recommendations: Uniform Core Curriculum

Add statutory language regarding best practices for in-course grading and update 6A-5.066(1)(jj), to include, "Strategies and practices to support effective, research-based, state standard-aligned, assessment and grading practices."

Remove 6A-5.066(1)(jj)4, "Content literacy and mathematical practices" from the UCC.

Remove 6A-5.066(1)(jj)8, "The use of character-based classroom management that includes methods for the creation of a positive learning environment to promote high expectations and student engagement in meaningful academic learning that enhances age-appropriate social and emotional growth" from the UCC.

FDOE should specify a required minimum amount of time for the culminating clinical experience for ITPs in the UCC.

Additional Recommendations

In conjunction with TPPs and district partners, explore pathways toward paid internships or other incentivized structures for student teachers through which districts can retain successful student teachers and channel them into full-time employment.

Appendix

Summary of Stakeholder Survey Responses

Overview

Three different surveys were administered to TPP stakeholders in cohorts during September and October of 2021 to collect their input on state approval, Initial Approval, Continued Approval, the APPR, and the degree to which TPPs are meeting district demands. Administered electronically by FDOE, there were 197 combined responses across all three surveys.

Although all of the surveys focus on the topics of this audit, there are distinct differences in the survey items in each version because of a) the different program types - ITPs, EPIs, and PDCPs; and b) respondent cohorts which ranged from teacher educators to district staff. Despite these differences, the following themes emerged across all surveys:

- TPPs use APPR scores when considering improvement actions and most district representatives are aware of this annual report of program quality.
- TPPs believe that Metric 1: Placement, Metric 2: Retention, and Metric 6: Placement in Critical Teacher Shortage Areas rank lower for indicating quality, and Metric 5: Teacher Evaluations is ranked the highest.
- Continued Approval and site visits are valuable improvement opportunities for TPPs. However, programs that complete the Continued Approval Site Visit process only share the findings with the other programs in their institutions to a limited degree, thus limiting the improvement opportunities for other programs.
- Florida's teacher shortage impacts all ends of the continuum. TPPs do not place much value in placement and retention metrics as measures of quality because nearly all credentialed teachers will be hired. District representatives need TPPs to increase production because they need as many teachers as they can get.

What follows are detailed summaries of each survey type. The summary items in this report provide information connected to the findings and recommendations. This includes both the results for and against this report's conclusions. Please note that these are not the full survey results.

Teacher Preparation Program Audit Feedback Results Summary

The "Teacher Preparation Program Audit Feedback" survey was administered to Deans, Directors, Assessment Coordinators, Clinical Supervisors, and Faculty of ITPs and EPIs. This survey contained items for Initial Approval, Continued Approval, all performance metrics within the current APPR, and general input for improving the FDOE's TPP accountability system. There were 111 respondents to this survey although not all participants responded to each survey item.

What follows are select and summarized responses on specific survey items from Deans, Directors, Assessment Coordinators, Clinical Supervisors, and Faculty of ITPs and EPIs. There were 133 respondents to this survey; however, not all respondents responded to all of the survey items.

Institution and Respondent Role Type Distribution

ANSWER CHOICES	RESPONSES	
Initial Teacher Preparation (ITP)	75.68%	84
Educator Preparation Institute (EPI)	44.14%	49
Charter School System/Charter Management Organization	0.00%	0
Total Respondents: 111		

What is your role in the educator preparation program(s)?

Answered: 111   Skipped: 0
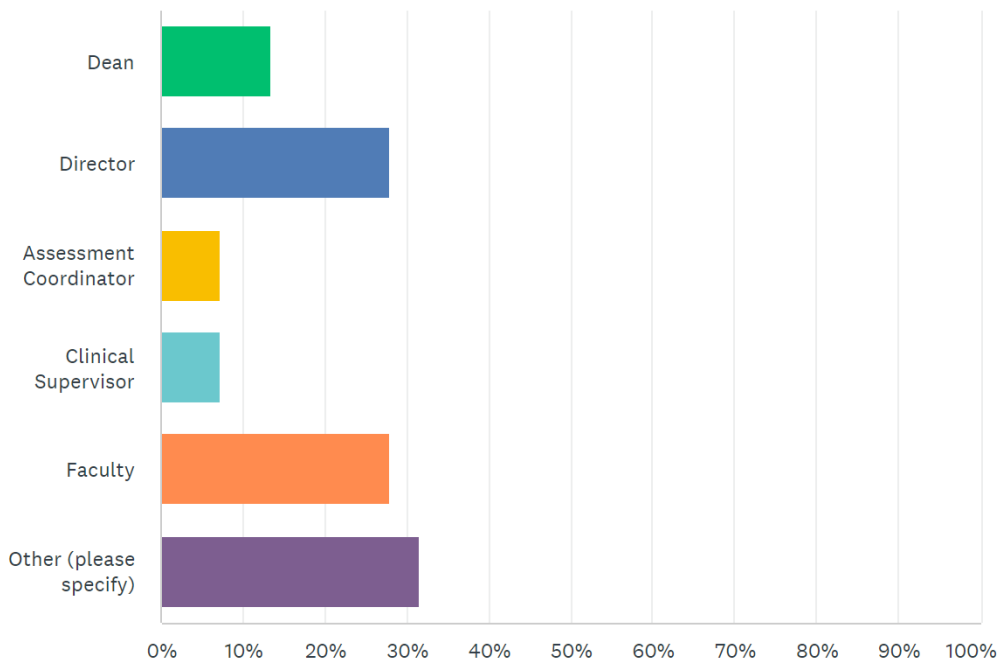
ITP and EPI Feedback on Florida's TPP Accountability System

Survey Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
The Annual Program Performance Score helps us understand the strengths and areas for improvement within our program(s).	11.29% 7	24.19% 15	45.16% 28	19.35% 12	62
The information we receive through our APPR scores helps drive programmatic improvement.	3.23% 2	25.81% 16	54.84% 34	16.13% 10	62
Our program faculty or staff know and understand our Annual Program Performance Scores.	6.45% 4	14.52% 9	58.06% 36	20.97% 13	62
We have made changes to our program as a result of the Initial Approval Process.	4.84% 3	16.13% 10	51.61% 32	27.42% 17	62
We have made changes to our program as a result of the Continued Approval Process.	1.61% 1	6.45% 4	46.77% 29	45.16% 28	62

ITP and EPI Feedback on APPR Performance Metrics 1-6

The survey item was: "Rank the Performance Metrics based on how your program values them for improvement planning purposes. 1 being not at all and 6 being significant. Please note numerical rankings can only be used once."

| Survey Items	1	2	3	4	5	6	Total
Performance Metric 1: Placement Rate of program completers into instructional positions in Florida public schools. To what degree do you believe that this metric signals program quality?	20.97% 13	14.52% 9	14.52% 9	8.06% 5	16.13% 10	25.81% 16	62
Performance Metric 2: Retention Rate for employed program completers in instructional positions in Florida public schools. To what degree do you believe that this metric signals program quality?	17.74% 11	16.13% 10	19.35% 12	20.97% 13	16.13% 10	9.68% 6	62
Performance Metric 3: Performance of students in pre-K through grade 12 who are assigned to in-field program completers on statewide assessments using the results of Florida's student learning growth formula. To what degree do you believe that this metric signals program quality?	1.29% 7	14.52% 9	27.42% 17	24.19% 15	16.13% 10	6.45% 4	62
Performance Metric 4: Performance of students in pre-K through grade 12 who are assigned to in-field program completers aggregated by student subgroup. To what degree do you believe that this metric signals program quality?	4.84% 3	32.26% 20	17.74% 11	20.97% 13	17.74% 11	6.45% 4	62

Survey Items	1	2	3	4	5	6	Total
Performance Metric 5: Results of program completers' annual teacher evaluations. To what degree do you believe this metric signals program quality?	9.68% 6	9.68% 6	6.45% 4	12.90% 8	22.58% 14	38.71% 24	62
Performance Metric 6: Production of program completers in statewide critical teacher shortage areas. To what degree do you believe that this metric supports improvement planning and action?	35.48% 22	12.90% 8	14.52% 9	12.90% 8	11.29% 7	12.90% 8	62

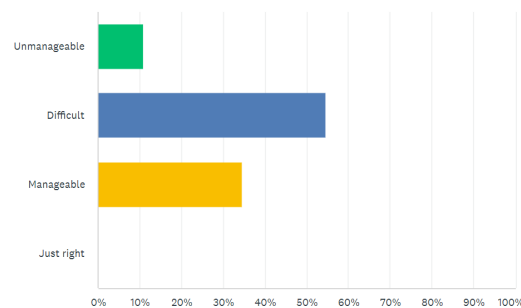**ITP and EPI Feedback on Initial and Continued Approval**

How would you describe the time and effort required to support the Initial Approval Process?

Answered: 17   Skipped: 94
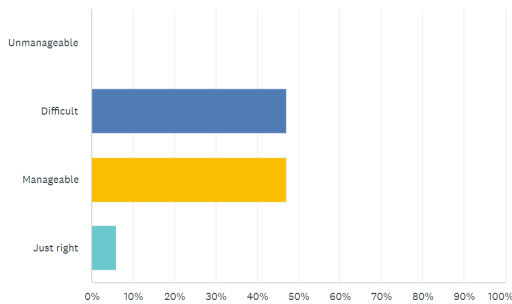
How would you describe the time and effort required to support the Continued Approval Process?

Answered: 55   Skipped: 56

ITP and EPI Sampling of Open-Ended Responses

The following quotes are from the open-ended responses to survey items requesting ideas for making changes to existing APPR Performance Metrics:

- Performance Metric 1: Placement Rate
  - Placement is likely tied to shortage areas. Perhaps, this is not a true reflection of program preparation. However, these rates still hold value.
  - Demand for teachers is so great that placement is no longer a meaningful metric by which to measure success.
  - Placement rate is a valuable metric; however, there should be more flexibility in how this is assessed. For example, completers obtaining employment outside of the Florida public schools, or deciding to continue their education (i.e., graduate degree).
- Performance Metric 2: Retention Rate
  - Delete this as there is too much variance in the causes for retention not in the university or school counselor's control.
  - Use this but with a low degree of importance because an employee's decision to stay or leave a job has little to do with the quality of their job preparation.
  - It is difficult to use this metric for program planning/curriculum revision, since there may be many reasons for leaving a position.
- Performance Metric 3: Performance of students in pre-K through grade 12 (VAM)

- o Better explanation of what student learning growth formula is and how teacher preparation programs can convey to students.
- o I do not think that anything should be changed in this metric. The performance of students' test results reflects the quality of instruction and competency of instructors.
- o VAM data is not very useful for a lot of programs due to the very low number.
- o Use multiple forms of assessments instead of only one score. This will also allow for the collection of data across all grade levels and subjects.
- Performance Metric 4: Performance of students in Pre-K through Grade 12 assigned to subgroups
  - o Identify various methods for determining student gains in pre-K through grade 12 that are appropriate for each subgroup to accurately measure academic attainment.
  - o With the current formula, it is easy for the institution to get a low score because the subset is so low.
  - o Remove metric.
  - o Subgroup scores can be misleading because a student's data may be captured in more than one subgroup.
- Performance Metric 5: Results of program completers' annual teacher evaluations
  - o None.
  - o Teacher evaluations are incredibly subjective. Qualitative data collection may provide a better picture of program quality. There are too many external factors that could impact teacher evaluations that are not necessarily reflective of our program quality.
  - o The evaluations seem to be overwhelmingly positive across the state, but institutions should use instruments closely aligned with districts to prepare completers for success.
  - o This is a legitimate consideration in the overall evaluation.
- Performance Metric 6: Production of program completers in statewide critical teacher shortage areas
  - o Omit this! The size of a program has little to do with its quality. Just because a program puts few completers into these roles doesn't mean the program doesn't output a quality (small) group of teachers.
  - o This is meaningless as it only compares growth from one year to the next year.
  - o I have no time to recruit specific fields to our program. My capacity to influence potential candidates is limited to suggesting they align their interests to market demand by searching instructional openings. I have no suggestions.

The following quotes are a sampling of responses from the 62 that were submitted to the open-ended survey item, "What do you feel is the highest value and best use of FDOE's state-approval process for teacher preparation programs?"

- Continuous improvement and focus on best practices.
- I believe that if a program is CAEP accredited, it should automatically be FDOE approved. The two processes should share reporting so it is more efficient.
- To ensure the quality of the programs, competency of the completers, impact on teaching and learning, and growth of learners.

- The TPI process has opened up a dialog between institutions and fostered collaboration. Unfortunately, this is because of the deficiency in this process. We are pleased that this process is being audited.

The following quotes are a sampling of responses from the 17 that were submitted to the open-ended survey item, "What is the most helpful part of the Initial Approval Process?"

- Feedback for improvement and focus on best practices.
- The ability to consult with FDOE staff for clarification of requirements.
- Florida's standards outline what is required - there is no guessing - this provides structure and predictability to the process.
- I believe the process assists the college in focusing faculty on the FLDOE standards/requirements for new programs. This is a good refresher for those who have not been part of the process.
- It is aligned to the TPI standards, so that is helpful to have processes and documentation in place.

The following responses are a sampling from the 54 submitted responses to the open-ended survey item, "What is the most helpful part of the Continued Approval Process?"

- The most helpful part of the Continued Approval Process is making programs slow down and take the time to examine and reflect on changes needing to be made or that have been made and whether these changes provided a stronger program for teacher candidates.
- The qualitative feedback we received from TPI, as well as the conversation that ensued during our final meeting with them.
- The way it is currently set up, the Continued Approval Process is not particularly helpful since there is a narrow focus on some aspects of programs rather than looking at programs in a holistic, comprehensive manner that includes understanding the context and setting for how and why certain things are done.
- The work helped improve our processes here. Also, the preparation offered many opportunities for faculty to collaborate in continuous improvement efforts. The feedback from TPI was good and helpful.
- The site visit--though difficult and imperfect is helpful to program improvement.

What follows are the quantitative summaries regarding TPI and their involvement in the Continued Approval Site Visits.
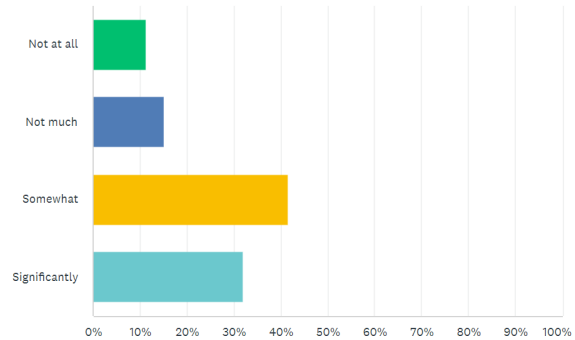
Regarding TPI, did this visit support improvement efforts by the program reviewed?

Answered: 54   Skipped: 57
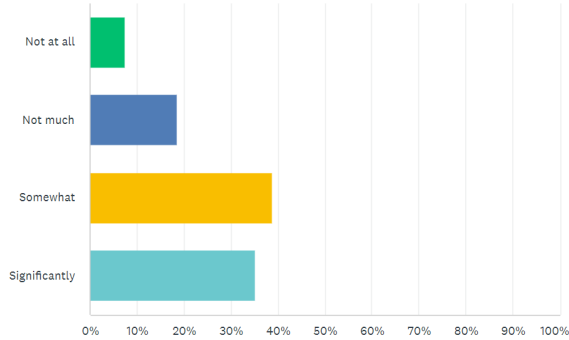
Is the information from the review shared with other programs within your institution?

Answered: 53   Skipped: 58

District Teacher Preparation Program Audit Feedback Results Summary

The "District Teacher Preparation Program Audit Feedback" survey was administered to PDCP Coordinators, Assessment Coordinators, and Clinical Supervisors of PDCP candidates. This survey contained items for Initial Approval; Continued Approval; only performance Metric 2 (retention rate), Metric 5 (teacher evaluations), and Metric 6 (placement in critical teacher shortage areas): and general input for improving the FDOE's TPP accountability system. There were 48 respondents to this survey.

What follows are select and summarized responses on specific survey items from PDCP Coordinators, Assessment Coordinators, and Clinical Supervisors of PDCP candidates. There were 52 respondents to this survey; however, not all respondents responded to all of the survey items.

Respondent Role Type Distribution

ANSWER CHOICES		RESPONSES	
Superintendent		0.00%	0
PDCP Coordinator		83.33%	40
Assessment Coordinator		0.00%	0
Clinical Supervisor		2.08%	1
Staff		0.00%	0
Other (please specify)	Responses	22.92%	11
Total Respondents: 48			

PDCP Feedback on Florida's TPP Accountability System

Survey Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
The Annual Program Performance Score helps us understand the strengths and areas for improvement within our program(s).	4.35% 1	13.04% 3	82.61% 19	0.00% 0	23
The information we receive through our APPR scores helps drive programmatic improvement.	4.35% 1	13.04% 3	78.26% 18	4.35% 1	23
Our program faculty or staff know and understand our Annual Program Performance Scores.	0.00% 0	21.74% 5	65.22% 15	13.04% 3	23
We have made changes to our program as a result of the Initial Approval Process.	4.35% 1	17.39% 4	65.22% 15	13.04% 3	23

PDCP Feedback on APPR Performance Metrics 2, 5, and 6

The survey item was: "Rank the Performance Metrics based on how your program values them for improvement planning purposes. 1 being not at all and 3 being significant. Please note numerical rankings can only be used once."

Survey Items	1	2	3	Total
Performance Metric 2: Retention Rate for employed program completers in instructional positions in Florida public schools. To what degree do you believe that this metric signals program quality?	52.17% 12	26.09% 6	21.74% 5	23
Performance Metric 5: Results of program completers' annual teacher evaluations. To what degree do you believe this metric signals program quality?	13.04% 3	21.74% 5	65.22% 15	23
Performance Metric 6: Production of program completers in statewide critical teacher shortage areas. To what degree do you believe that this metric supports improvement planning and action?	34.78% 8	52.17% 12	13.04% 3	23

PDCP Sampling of Open-Ended Responses

The following quotes are a sampling from the 23 submitted responses to the open-ended survey item, "What do you feel is the highest value and best use of FDOE's state-approval process for teacher preparation programs?"

- This shows potential participants the quality of the program.
- The approval process ensures equity and excellence in all approved PDCP programs.
- To ensure we are addressing the FEAPs and making sure our candidates have the knowledge and skills to be successful.

The following quotes are a sampling from the 13 submitted responses to the open-ended survey item, "What is the most helpful part of the Initial Approval Process?"

- Opportunity for reflection and refinement of our program and processes.
- Feedback and assistance provided by the FLDOE staff. Rubric for Initial Approval Matrix, UCC, and FEAP templates.

The following quotes are a sampling from the 23 submitted responses to the open-ended survey item, "What ideas do you have for changing Performance Metric 2: Retention Rate?"

- Perhaps the participants need to be directly surveyed about their job satisfaction.
- Many factors contribute to the retention rate; need to include other departments from the district.
- I understand the value of the retention rate, however, there are many factors outside of the control of the PDCP program that contributes to a low retention rate.

The following quotes are a sampling from the 21 submitted responses to the open-ended survey item, "What ideas do you have for changing Performance Metric 5: Results of program completers' annual teacher evaluations?"

- No change, because the annual teacher evaluations being used should be the same for everyone. If a teacher completes the program, they were evaluated using the same teacher evaluation protocol during the program, so it should remain the same.
- I don't think anything should change for this metric.
- We would not recommend a change for the evaluation system.

The following quotes are a sampling from the 21 submitted responses to the open-ended survey item, "What ideas do you have for changing Performance Metric 6: Production of program completers in statewide critical teacher shortage areas?"

- Include a breakdown by subject area; all districts are experiencing a shortage of qualified candidates in every area right now.
- I think this is an important metric to keep. PDCP's should do well in this area. We provide schools with those teachers who have math, science, and English degrees. We also have many ESE program participants at all levels.
- I would count this metric as retaining teachers in the critical shortage areas is not something that PDCPs can control.

District Representatives Feedback - Teacher Preparation Programs Audit Results Summary

The "District Representatives Feedback - Teacher Preparation Programs Audit" was administered to employees who work in talent-related roles within Florida school districts. These role types included district executive leaders (e.g., Associate Superintendents, Chief of Human Capital, etc.), directors and supervisors (e.g., Director of Professional Learning, Director of Leadership Pathways, etc.), and district staff (e.g., Recruitment Coordinator, School Counselor, etc.). This survey contained items that addressed the quality and effectiveness of

first-year teachers from Florida's TPPs and general feedback on the FDOE's TPP accountability system. There were 48 respondents to this survey.

District Respondent Role Type Distribution

This survey invited open-ended role-type responses for district representatives. The following answers were the most frequent among the 48 responses to the prompt, "What is your role in the district?"

- Associate Superintendent for Human Resources
- Recruitment
- Director (Personnel, Recruitment, Human Resources)
- Coordinator

District Representative Responses to How Florida TPPs are Meeting Demand

The following table records the quantitative responses from district respondents on a range of questions focused on the degree to which Florida TPPs are meeting demand.

Survey Items	Not at all	Somewhat well	Well	Exceptionally well	Total
How well do Florida TPPs meet your district and schools' needs to develop high-quality teachers who are ready on day one?	0.00% 0	14.29% 4	64.29% 18	21.43% 6	28
How well do Florida TPPs produce a sufficient supply of teachers to meet your hiring needs?	25.00% 7	60.71% 17	14.29% 4	0.00% 0	28
How well do Florida TPPs partner with your district and schools to help meet your goals?	3.57% 1	25.00% 7	42.86% 12	28.57% 8	28
How well do Florida TPPs prepare teachers to meet the needs of all learners including students with special needs, multi-language learners, and students from diverse backgrounds?	0.00% 0	32.14% 9	42.86% 12	25.00% 7	28
How well do Florida TPPs ensure that program completers demonstrate appropriate content knowledge and skills in their subject area(s)?	0.00% 0	21.43% 6	57.14% 16	21.43% 6	28
How well do Florida TPPs ensure that program completers demonstrate effective teaching methods?	0.00% 0	17.86% 5	57.14% 16	25.00% 7	28
How well do Florida TPPs design and implement clinical placement experiences that ensure program completers are ready to serve as teachers on day one?	0.00% 0	21.43% 6	53.57% 15	25.00% 7	28
How well do Florida TPPs ensure that program completers are prepared to have a positive impact on student learning?	0.00% 0	10.71% 3	64.29% 18	25.00% 7	28

District Respondents Identify Sources of Information for the Quality of Florida TPPs

Twenty-eight district representatives responded to the prompt, "How important are the Annual Program Performance Reports (APPR) that are provided by the FDOE and report on the performance of each TPP for you to understand TPP quality?" Their responses are as follows:

ANSWER CHOICES	RESPONSES	
Not at all	10.71%	3
Somewhat important	21.43%	6
Important	25.00%	7
Very Important	7.14%	2
I have never reviewed the Annual Program Performance Reports (APPR)	35.71%	10
TOTAL		28

The following quotes are a sampling from the 26 submitted responses to the open-ended survey item, "Where do you get the information you need about the quality of Florida TPPs?"

- We try to connect with all schools producing education graduates, as the need is great.
- FDOE.
- Most often from the performance of teachers placed in our school from different TPPs.
- Survey of teachers for support, evaluations, and look at assessment.
- APPR reports.
- I do not get this information.