

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

EDUCATION POSTSECONDARY

Senator Grall, Chair
Senator Stewart, Vice Chair


MEETING DATE: Tuesday, January 24, 2023

TIME: 3:30—5:30 p.m.

PLACE: *Toni Jennings Committee Room*, 110 Senate Building

MEMBERS: Senator Grall, Chair; Senator Stewart, Vice Chair; Senators Book, Collins, Garcia, Harrell, Jones, Perry, Simon, and Yarborough

TAB		BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	Presentations on teacher preparation programs at postsecondary institutions			Presented
Other Related Meeting Documents				



Senate Postsecondary Education Committee Teacher Preparation

Dr. Paul O. Burns
Chancellor of Public Schools



Purpose of Educator Preparation Programs

- Ensuring that effective teachers and other professional educators for the State of Florida are prepared for the classroom by offering different pathways towards obtaining professional certification. Educator preparation programs must meet rigorous standards as part of the initial and continued approval process.



Statutes and Rules

- Section 1004.04, F.S., Public Accountability and State Approval for Teacher Preparation Programs
- Section 1004.85, F.S., Postsecondary Educator Preparation Institutes
- Section 1012.56(8), F.S., Educator Certification Requirements
 - Professional Development Certification and Education Competency Program
- Rule 6A-5.066, F.A.C., Approval of Teacher Preparation Programs

Types of Educator Preparation Programs

- **Initial Teacher Preparation Programs** are offered at postsecondary institutions and typically culminate in a bachelor's or master's degree. This is the more traditional pathway to eligibility for educator certification.
- **Educator Preparation Institutes** provide an alternate route to educator certification for prospective teachers including career changers and college graduates who already hold, at a minimum, a bachelor's degree outside of education. EPI candidates may work as teachers of record while earning their full certification. EPIs are provided by public and private postsecondary institutions as well as private providers.
- **Professional Development Certification Programs** are another alternate route to educator certification for prospective teachers that already hold, at a minimum, a bachelor's degree outside of education. PDCPs are offered by school districts, charter schools, and charter management organizations that allow members of their instructional staff with temporary certificates to work while earning their full certification.

How the Pieces Fit Together



Program Standards

The standards that programs must meet and demonstrate for state approval. This includes content, coursework, and clinical experiences.



Accountability

The Department's issuance of state-approved programs' report cards based on outcome-based performance metrics.



Continued Approval

A site visit conducted by a third party in which state-approved programs develop an improvement plan and submit evidence using significant, objective, and quantifiable measures of the program.

Systems of Support for Educator Preparation Programs

- The Department works with internal and external stakeholders to provide systems of support for state-approved programs.
- These efforts are highlighted in various forms.



Florida Department of
Education



Florida Association of Colleges
for Teacher Education (FACTE)



Postsecondary
Educational Institutions



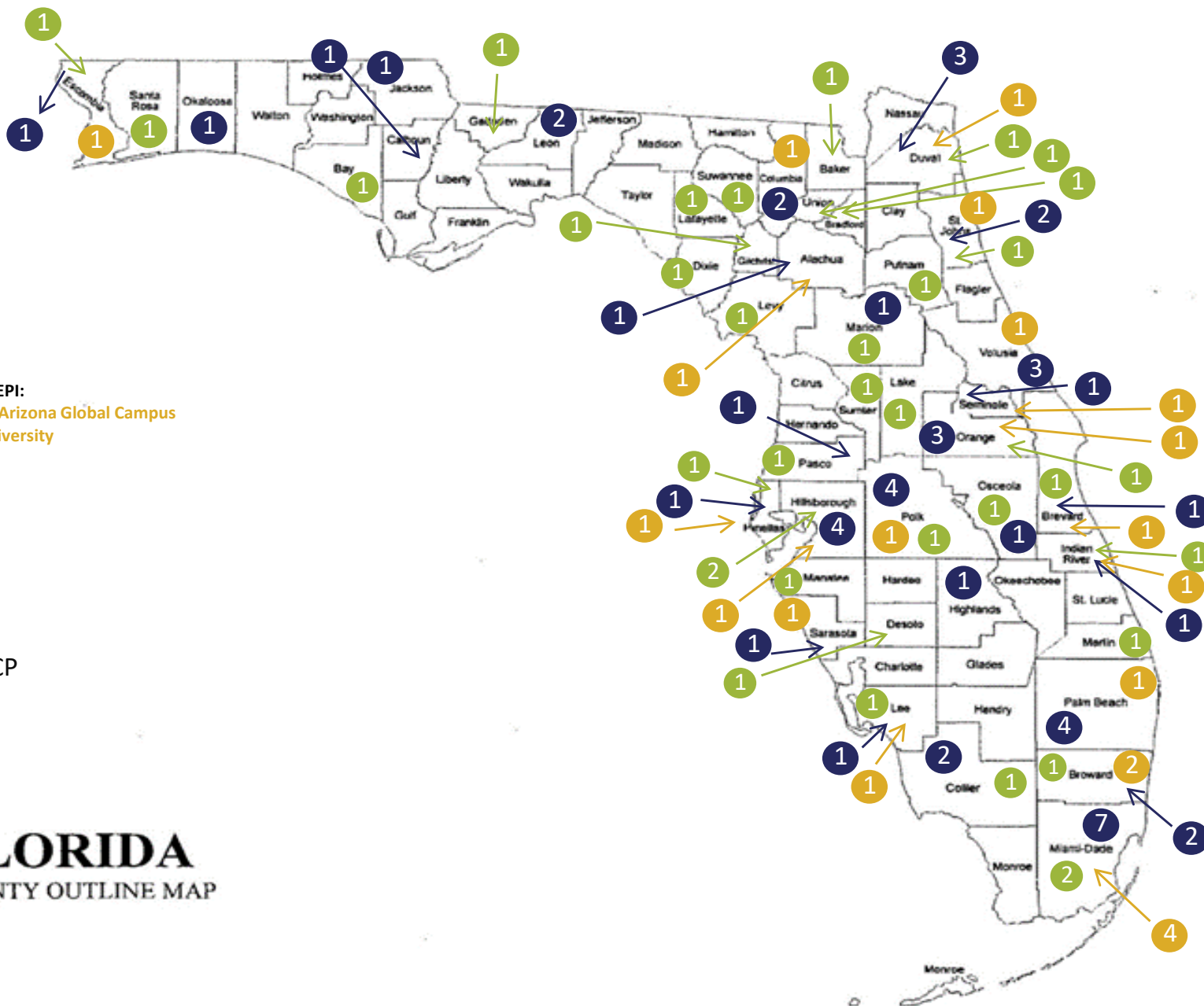
Community of Practice webinars



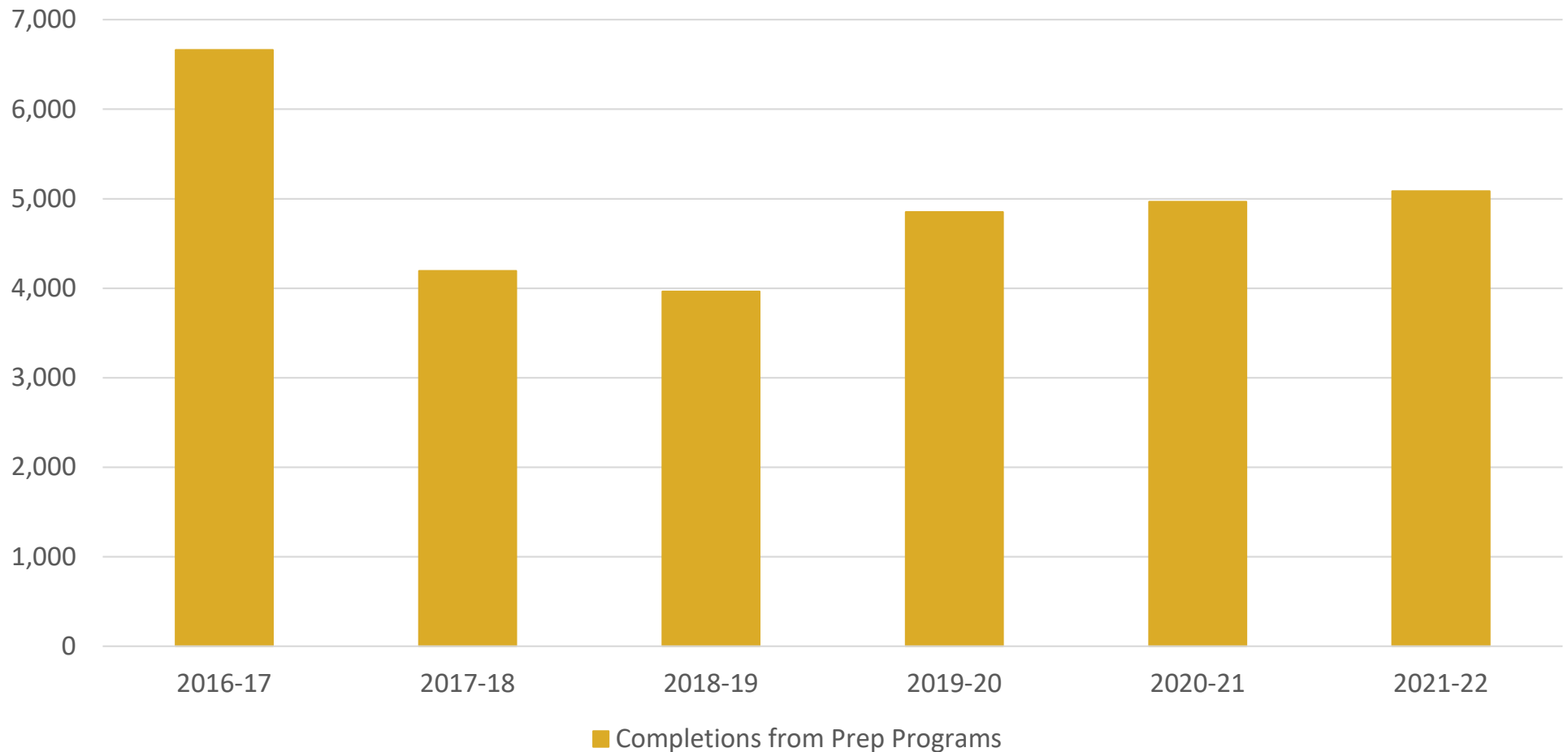
Public School Districts
and Charter Schools



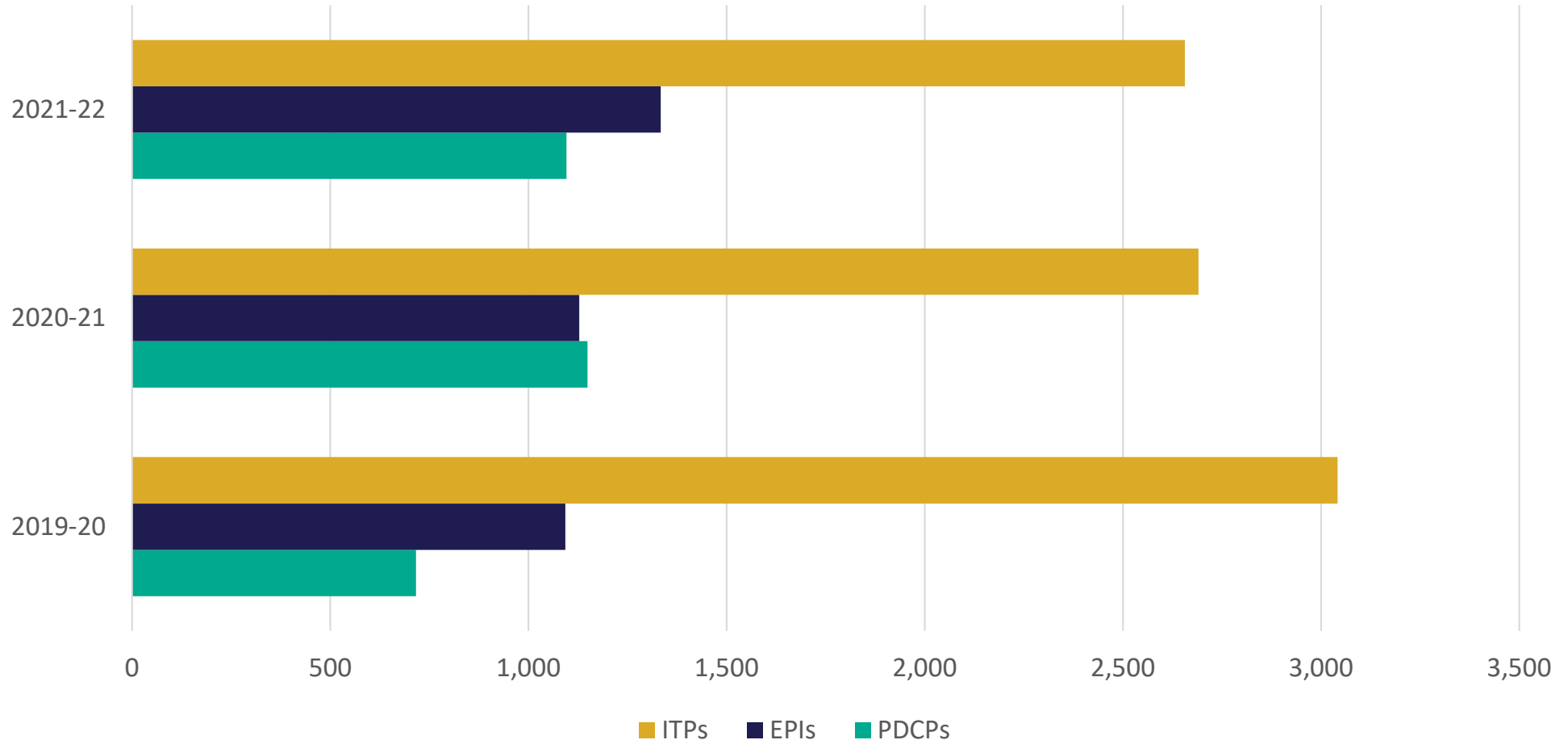
Continued Approval Site
Visits



Educator Preparation Completion Data



Educator Preparation Completion Data



Highlighted Areas of Success

- Strengthened district partnerships with educator preparation programs have led to stronger recruitment initiatives and strategies.
- Programs that underwent a second continued approval site visit have increased their average site visit score. This is an indication that their programs are improving based on the support and feedback provided through the continuous improvement process.
- Examinees in educator preparation programs continuously outperform non-program examinees in Florida Teacher Certification Examinations (FTCEs).

FLORIDA TEACHER CERTIFICATION EXAMINATIONS (FTCE)
Program vs Non-Program Examinee Pass Rates (First & Best Attempts)

August 2017 - July 2020

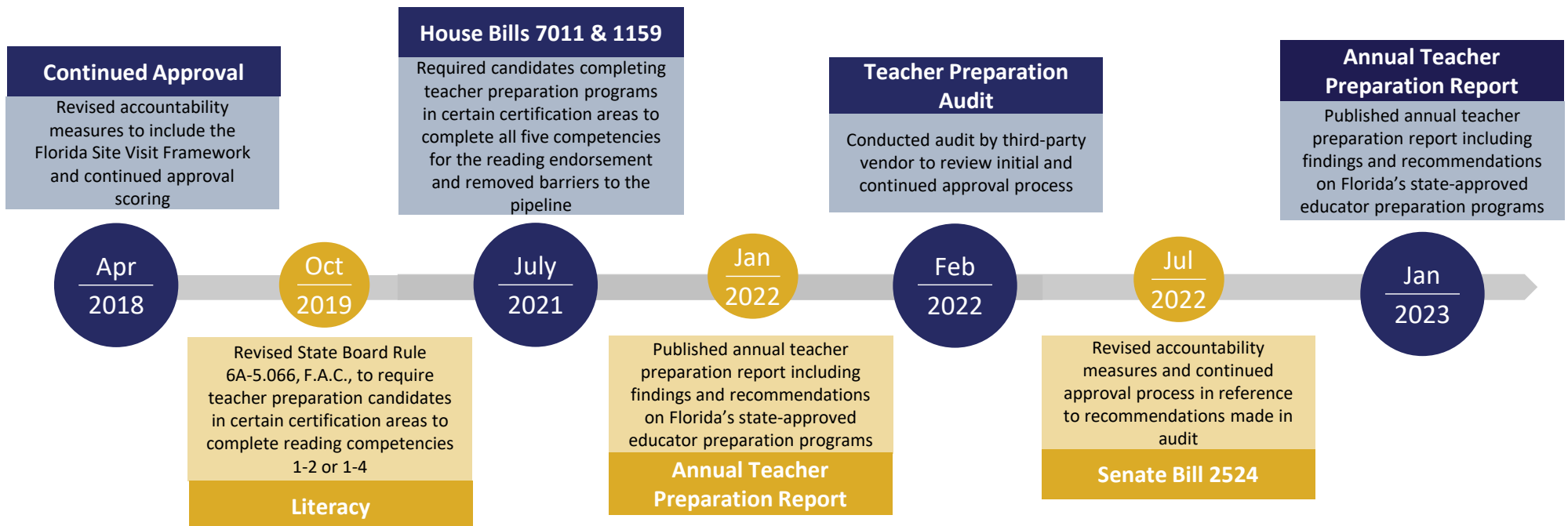
Test Name	Programs				Non-Programs			
	First Attempt		Best Attempt		First Attempt		Best Attempt	
	N	% Pass	N	% Pass	N	% Pass	N	% Pass
Elementary Ed K-6 Subtest 1: LAR	5,683	71.40% (+20.1)	6,210	91.80% (+23.0)	10,068	51.30%	10,982	68.80%
Elementary Ed K-6 Subtest 2: Social Science		71.60% (+7.6)	6,141	92.00% (+16.0)	10,067	64.00%	10,723	76.00%
Elementary Ed K-6 Subtest 3: Science		76.90% (+14.6)	6,110	92.90% (+18.2)		62.30%	10,724	74.70%
Elementary Ed K-6 Subtest 4: Mathematics		69.10% (+16.3)	6,139	89.90% (+22.3)	10,065	52.80%	10,886	67.60%
Mathematics 6-12	567	66.10% (+20.5)	677	73.70% (+20.6)	1,732	45.60%	2,050	53.10%
English 6-12: Multiple- Choice Section	1,080	75.70% (+14.4)	1,191	89.50% (+17.0)	3,270	61.30%	3,511	72.50%
English 6-12: Written Performance Section	1,080	75.70% (+12.0)	1,165	89.50% (+15.8)	3,270	63.70%	3,439	73.70%
Exceptional Student Education K-12	2,013	83.90% (+12.7)	2,136	90.80% (+13.6)	8,010	71.20%	8,666	77.20%
Reading K-12	685	69.90% (-0.7)	709	73.20% (+0.8)	4,316	70.60%	4,396	72.40%
Biology 6-12	553	82.30% (+17.4)	585	90.60% (+18.6)	1,128	64.90%	1,250	72.00%
Professional Education	13,705	83.40% (+13.3)	14,577	93.70% (+13.4)	13,330	70.10%	14,701	80.30%
GK Subtest 1: Essay	10,192	82.00% (+15.8)	11,015	93.90% (+20.1)	23,944	66.20%	26,201	73.80%
GK Subtest 2: ELS	10,203	77.80% (+18.5)	11,173	94.40% (+24.9)	24,544	59.30%	26,974	69.50%
GK Subtest 3: Reading	10,229	71.70% (+18.9)	11,344	92.60% (+27.6)	24,431	52.80%	27,127	65.00%
GK Subtest 4: Mathematics	10,240	73.40% (+21.1)	11,518	91.10% (+27.8)	23,979	52.30%	27,067	63.30%

Accountability for Educator Preparation Programs

- Per State Board Rule 6A-5.066(1)(c), F.A.C., “‘Annual Program Performance Report’ or ‘APPR’ means the yearly public report card issued by the Florida Department of Education (Department) for a state-approved teacher preparation program that includes results of outcome-based performance metrics specified in Sections 1004.04(4)(a), 1004.85(4)(b), and 1012.56(8)(d)2., F.S.”



Progress and Improvements Since 2018



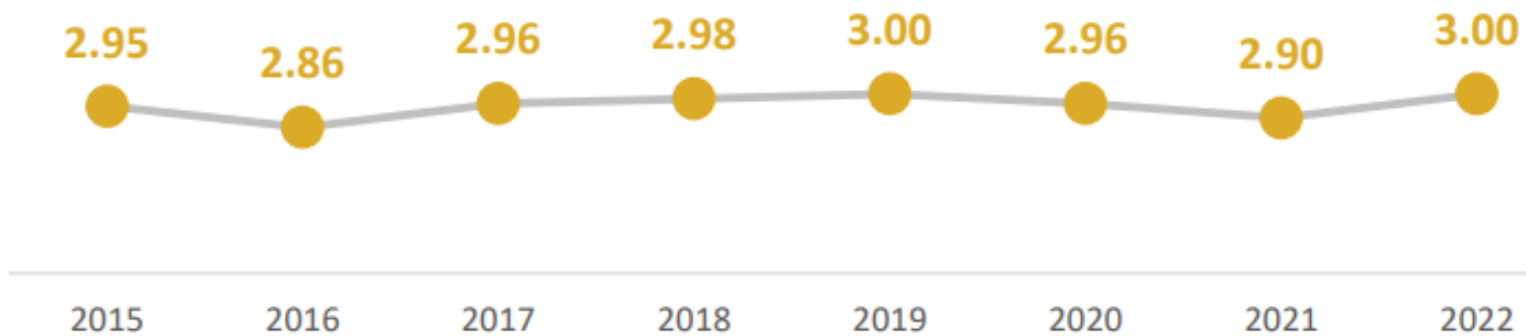
2022 Annual Program Performance Report Highlights

- **Summative Scores**—33% of programs had enough performance data to receive a 2022 summative score ranking, an increase of one percentage point over 2021.
- **Progress Trends**—A majority of programs increased their summative scores from 2021 to 2022.
- **Placement Rate**—56% of programs received a placement rate score in 2022 with the average placement rate score being 3.0, a slight upward trend over 2021.
- **Retention Rate**—58% of programs received a retention rate score for 2022. The average retention rate was 3.29, comparable to last year's rate of 3.30.

2022 Annual Program Performance Report

Placement Rate

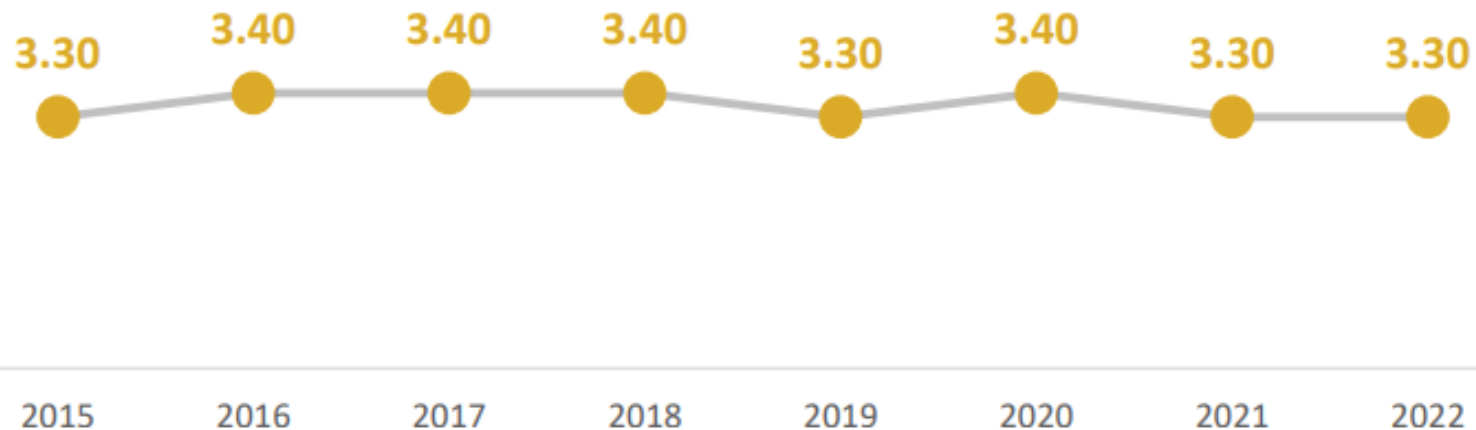
Average Placement Rate Score 2015–2022



2022 Annual Program Performance Report

Retention Rate

Average Retention Rate Score 2015–2022



2022 Annual Program Performance Report

Recommendations

- **Increase the number of programs that can be ranked** by addressing the causes of unscored metrics and reevaluating the number of subscores required.
- **Implement alternative weighting formulas** based on evaluation data quality, rigorousness, and differentiation between programs.
- **Align the application of the High Demand Teacher Needs Area bonus metric** to ensure it is meeting the objective of incentivizing and rewarding the production of the most needed teachers, while also aligning with the supply versus demand approach of the 2021 Reimagining Education and Career Help (REACH) Act, and further aligning with how districts and schools are recruiting, hiring, and retaining teachers with in-demand competencies.
- **Modify teacher preparation program accountability system business rules** to make resulting data more meaningful, elevate, and replicate best practice programs, and correct low-performing programs.

2022 Annual Program Performance Report

Recommendations

- **Develop and disseminate model surveys** with a set of required items for all programs to meet the new accountability requirement, facilitate implementation, and maximize comparability across programs.
- **Continue to develop a dissemination strategy** that ensures these findings reach the intended audiences, including the State Board of Education's strategy over the last two years to continually marry the findings of this report with the presentation of the annual High Demand Teacher Needs report, and any ongoing initiatives of the Governor, State Board of Education, and Legislature (e.g., the Governor's proposal for the development of a teacher apprenticeship model).

Teacher Preparation Audit

Recommendations: APPR Metrics

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

Senate Bill 2524 – Education

MAIN AREAS OF FOCUS



Annual
Program
Performance
Report
Metrics



Continued
Approval
Accrediting
Entity



Preservice Field
Experience
Hours &
Student
Teaching

Next Steps

- External workgroup will meet in February to review policy recommendations to address Senate Bill 2524 changes, which will be used to inform rule changes.
- Proposed amendments to State Board Rule 6A-5.066, F.A.C., are expected to be presented to the State Board of Education at the May 2023 meeting.

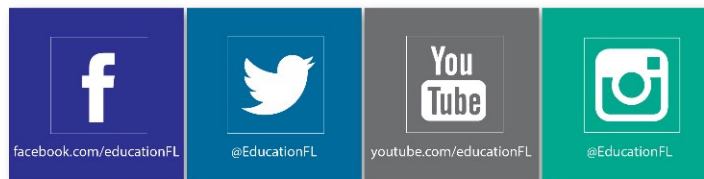


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Questions



www.FLDOE.org



www.FLDOE.org



Florida Atlantic University

Stephen Silverman, EdD
Dean and Professor
College of Education

FLORIDA ATLANTIC UNIVERSITY



Overview

- A little about our program
- Partnerships with school districts
- Supporting our students
- Suggestions for policy



A Little about our Educator Credentialing Programs

FLORIDA ATLANTIC UNIVERSITY



Programs in Boca Raton, Jupiter, and Davie



FLORIDA ATLANTIC UNIVERSITY



Important Components of our Program

- **Content and pedagogy courses connected to teaching**
- **Lots of fieldwork and other practica**
 - **In courses**
 - **Student teaching**
 - **Examples of other fieldwork facilitated by college and with college selected mentors**
 - **Good FIT (First Introduction to Teaching)**
 - **SMaRT (Substituting with Mentors and Realistic Teaching)**
 - **AIT (Accelerated Induction into Teaching)**
- **Use of university instructors and clinical educators to provide coaching**



The Numbers

Program	Number
Undergraduate-elementary education	873
Undergraduate-exceptional student education	60
Undergraduate-secondary education	359
Graduate-elementary education	15
Graduate-secondary education	24
Graduate-reading education	10
Graduate-school counseling	64
Graduate-school leaders	121
Total	1526



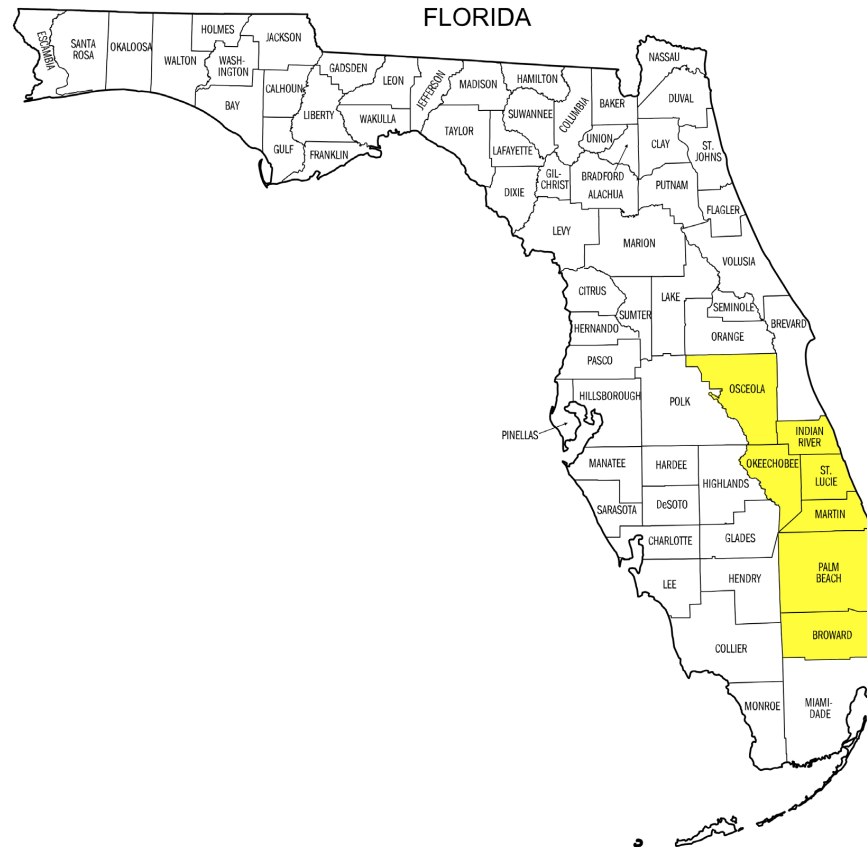
**Virtually all certified
students find positions—
and stay in Florida!**



Partnerships with School Districts



Partnership Counties



FLORIDA ATLANTIC UNIVERSITY



Examples of Partnerships

- **BEC (Broward Educational Cooperative)**
- **AIT (Accelerated Induction into Teaching)**
 - **Student teacher takes complete control of classroom**
 - **Master mentors**
 - **University supervisors**
 - **Student teacher and mentor receive stipends**
 - **Helps school district fill vacancies**
- **School Counseling program with St. Lucie County**
- **School Leaders program with all counties**



Supporting our Students

FLORIDA ATLANTIC UNIVERSITY



Examples of Supporting our Students

- **Wrap-around advising by committed, professional advisors**
- **Collaboration between faculty, advisors, and departments**
- **Working within the University to help students**
 - **FTCE workshops and “boot camps”**
 - **Early communication with students**
 - **Additional help by advisors, if needed**



Suggestions for Policy

- **Provide scholarships to incentivize entry into teaching**
- **Grants to assist students with FTCE, workshops, and “boot camps”**
- **Promote further partnerships between universities and school districts**



FLORIDA ATLANTIC UNIVERSITY

FLAGLER COLLEGE





FLAGLER
COLLEGE

About US

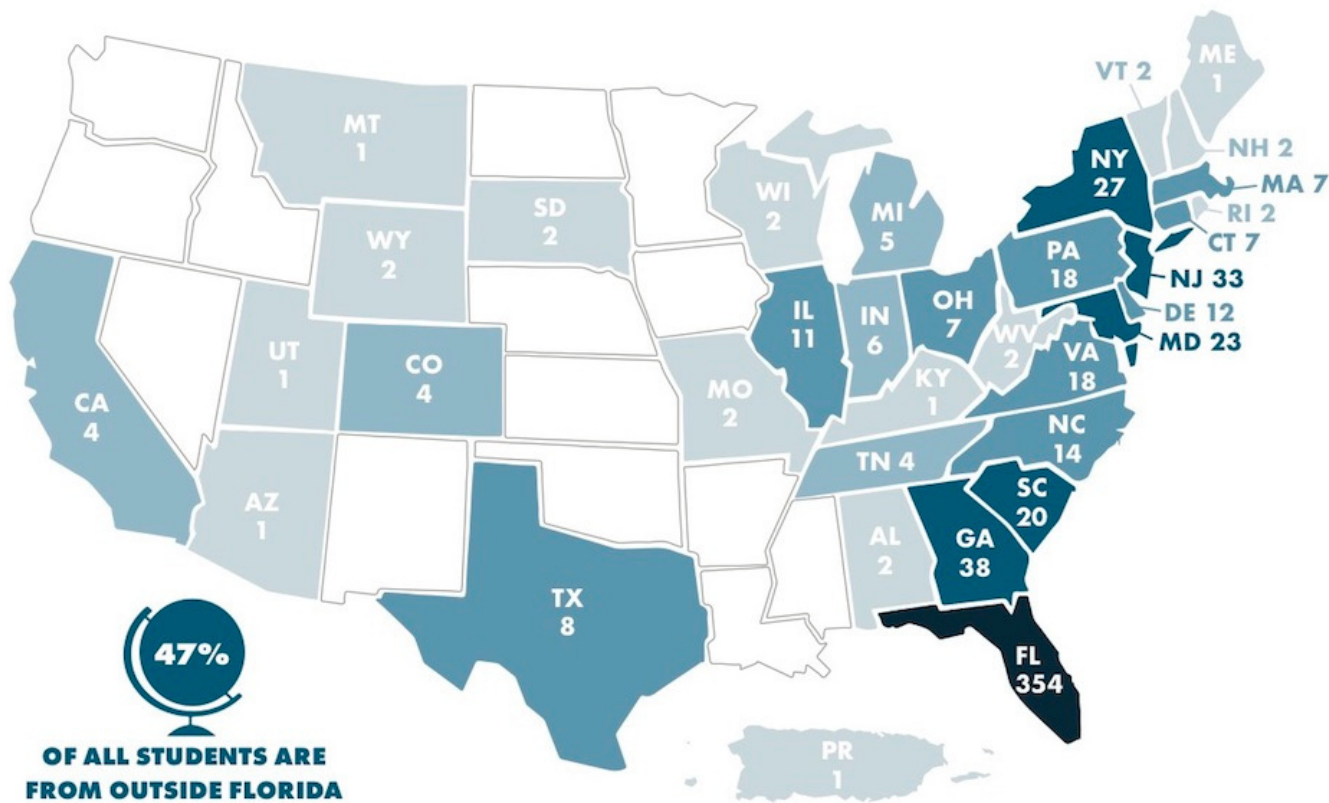


Our Students

Programs

Rankings





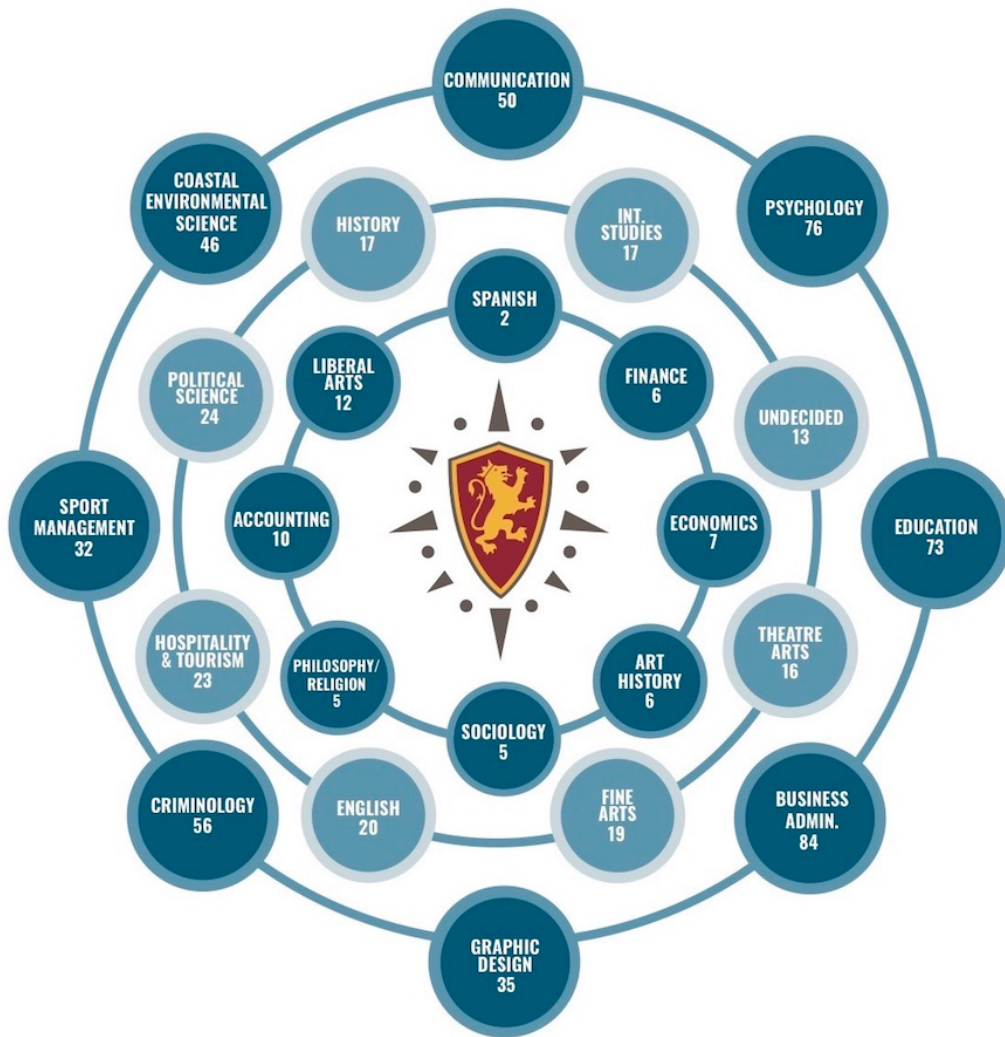
**OF ALL STUDENTS ARE
FROM OUTSIDE FLORIDA**



**AVERAGE
CLASS SIZE**

**STUDENT to FACULTY
16:1
— RATIO —**

Albania, Argentina, Bolivia (3), China, The Democratic Republic of the Congo,
Dominican Republic (2), Equatorial Guinea, Germany (2), Honduras, Iceland, India,
The Netherlands, Spain, and United Kingdom (3).



Education Programs

- Education of the Deaf and Hard of Hearing
- Education of the Deaf and Hard of Hearing with Exceptional Student Education
- Elementary Education Major
- Elementary Education/Exceptional Student Education
- Secondary Education (English) Major
- Secondary Education (Mathematics) Major



Our 2022-2023 College Rankings

- #2 Best Regional Colleges in the South ~ *U.S. News and World Report*
- #1 Best Value College in Florida ~ *U.S. News and World Report*
- Voted one of the “Best 388 Colleges” ~ *Princeton Review*
- Voted "One of the 12 Most Beautiful College Campuses Around the World" ~ *Veranda Magazine*





FLAGLER
COLLEGE

Our Education Program

Ranked #1 by the
Annual Program
Performance Report in:

Elementary/Exceptional Student
Education/ESOL/Reading program

English/ESOL



Strengths of our Program

Flagler follows a developmental model for Clinical Education, which emphasizes the application of theory to practice at every stage of our students' education.

- Field Experience
- Practicum
- Internship



Strengths of our Program

- 100% of students go into field experience within their first two semesters
- 100% of students have field experience, practicum, or internship at a Title 1 school
- Our supervisors are out in the field with students for all clinical education experiences
- Our practicum requires 33% more hours prior to internship than the state mandates
- All graduates will have a 15 week practicum experience with intensive clinical supervision throughout the process.



Strengths of our Program

Our Faculty – Scholar Practitioners

- All faculty are scholar-practitioners who have taught in K-12, and maintain strong connections with local schools and districts
- All faculty have k-12 certification or specialist certification
- A dynamic relationship between Deaf Education faculty and the Florida School for the Deaf & Blind





FLAGLER
COLLEGE

Alumni Success

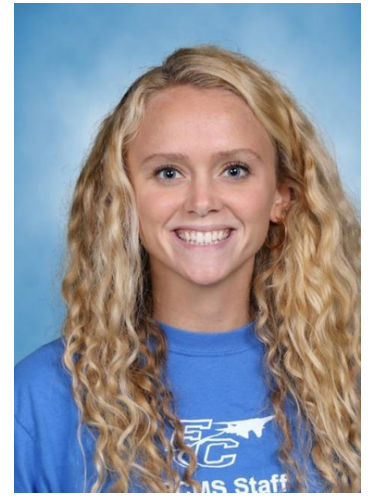


Our Education Alumni
contribute to Florida K-12
education as teachers and
leaders in the field



Alumni Success

- 70% of our graduates are placed in Florida public schools
- More than 80 teachers of the year and rookie teachers of the year in local schools and districts
- Alumni Highlight – Jacob Oliva was the former Chancellor for Public Schools in Florida, and now serves as the Secretary of Education in Arkansas



Thank You!



College of Education

Dr. Kim Hartman, Dean

Dr. Heather Duncan, Associate Dean

Senate Post-secondary Education Committee
Presentation





Titan Teachers: Who We Are, Who We Serve

2022 Facts at-a-Glance

PROGRAMS

B.S. Programs w/Certification

- Elementary Ed (K-6)/ESOL/Reading*
- Exceptional Student Education (K-12)/ESOL/Reading
- Secondary Mathematics (6-12)

Post-Baccalaureate

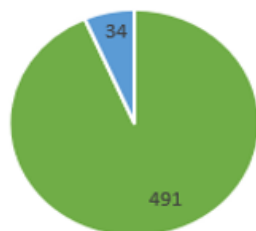
- Educator Preparation Institute*
- Endorsement/Continuing Education for Teachers
- Autism Endorsement
- Career and Technical District Certification
- Reading Endorsement
- Florida Certification: Temp to Full Certification
- Florida Certification: Renewal and Reinstatement

DISTRICT PARTNERSHIPS

We serve 44 school districts in Florida. Pinellas is our largest partner district.

ENROLLMENT

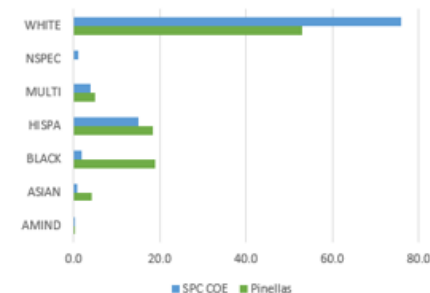
2021-2022



■ ELEMED/ESOL/READING ■ EPI



District Demographics Comparison



SPOTLIGHT

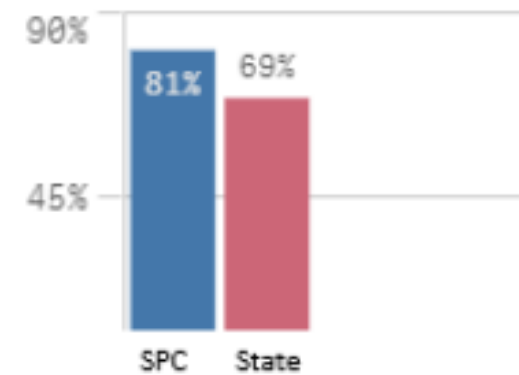
Minority teachers scholarship provided by the Florida Fund for Minority Teacher (FFMT). Currently 9 students who receive a \$2000 per semester scholarship.

[illegible]



Titan Teachers Know Their Content

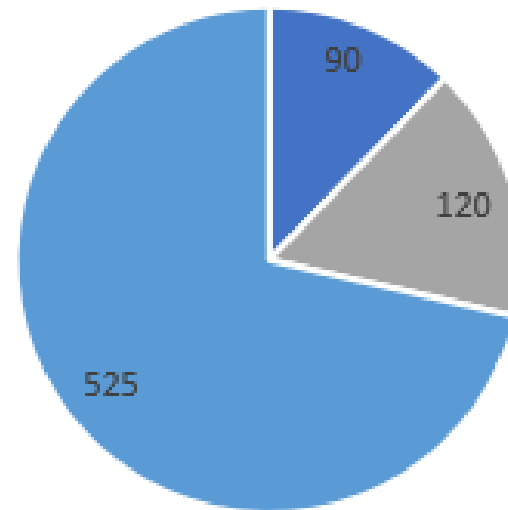
Fall 2022 FTCE Professional Education Pass Rate Analysis





Titan Teachers Have Classroom Experience

Concentration of School Based Hours



■ Course Infused ■ Practicum ■ Internship

Titan Teachers Make a Difference



PLACEMENT RATE IN INSTRUCTIONAL POSITIONS

LEVEL 4: Our placement rate is at or above the 68th percentile of all equivalent programs across the state.



TEACHER EVALUATION RESULTS

LEVEL 4: At least 30 percent of the program's completers received a highly effective rating and 90 to 100 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.



RETENTION RATE

LEVEL 3: The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years.



SPOTLIGHT

Over the past 3 years, our graduates have been nominated for Teacher of the Year and the National LifeChanger awards in their districts.



Recommendations for Teacher Preparation

◆ Recruitment

Engage in recruitment efforts that demonstrate the positive impact teachers have on students' lives and the key role of teachers in local communities.



◆ Vouchers

Provide vouchers for students who pass the GKT on the first attempt.

◆ Financial Incentives

Provide financial incentives for paraprofessionals to earn teaching certificates.

The Florida Senate

APPEARANCE RECORD

1/24/23

Meeting Date

Deliver both copies of this form to
Senate professional staff conducting the meeting

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name

Phone

Address

Email

Street

City

State

Zip

Speaking:

☐

For

☐

Against

☒

Information

OR

Waive Speaking:

☐

In Support

☐

Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☐

I am a registered lobbyist,
representing:

☒

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

FAU

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022JointRules.pdf \(flsenate.gov\)](#)

This form is part of the public record for this meeting.

S-001 (08/10/2021)

The Florida Senate
APPEARANCE RECORD

Deliver both copies of this form to
Senate professional staff conducting the meeting

Bill Number or Topic

Amendment Barcode (if applicable)

1-24-23
Meeting Date
Post-Secondary Ed
Committee

Name Wayne Riggs Phone 904-687-6112

Address 3105 Harbor Drive Email WRiggs@fla.gov
Street
St. Augustine FL 32086
City State Zip

Speaking: ☐ For ☐ Against ☒ Information **OR** Waive Speaking: ☐ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

- ☒ I am appearing without compensation or sponsorship.
- ☐ I am a registered lobbyist, representing:
- ☐ I am not a lobbyist, but received something of value for my appearance (travel, meals, lodging, etc.), sponsored by:

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S-001 (08/10/2021)

1/24/23

Meeting Date

Postsecondary Education

Committee

The Florida Senate

APPEARANCE RECORD

Deliver both copies of this form to
Senate professional staff conducting the meeting

Senate Postsecondary Teacher Preparation
Bill Number or Topic

Amendment Barcode (if applicable)

Name **Paul Burns** Phone **850-245-5037**

Address **352 W. Gaines Street** Email **cory.dowd@fldoe.org**

Street

Tallahassee

City

FL

State

32304

Zip

Speaking: ☐ For ☐ Against ☒ Information **OR** Waive Speaking: ☐ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:



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S-001 (08/10/2021)

CourtSmart Tag Report

Room: SB 110
Caption: Senate Education Postsecondary Committee

Type:
Judge:

Started: 1/24/2023 3:31:23 PM
Ends: 1/24/2023 5:02:42 PM
Length: 01:31:20

3:31:22 PM	Chair Grall calls meeting to order
3:31:31 PM	CAA calls the roll
3:31:37 PM	Quorum announced
3:31:59 PM	Chair with opening comments
3:32:15 PM	Tab 1 Presentation by Dr. Paul Burns, Chancellor for the Division of Public Schools, Department of Education
3:56:14 PM	Questions
3:56:20 PM	Senator Jones
3:56:28 PM	Dr. Burns
3:56:59 PM	Senator Jones
3:58:00 PM	Dr. Burns
3:59:16 PM	Senator Jones
4:00:30 PM	Dr. Burns
4:02:19 PM	Senator Book
4:02:22 PM	Dr. Burns
4:04:34 PM	Senator Book
4:05:34 PM	Dr. Burns
4:06:05 PM	Senator Harrell
4:06:50 PM	Dr. Burns
4:08:16 PM	Senator Harrell
4:09:16 PM	Senator Jones
4:09:45 PM	Dr. Burns
4:11:07 PM	Chair Grall
4:11:14 PM	Dr. Burns
4:12:01 PM	Chair Grall
4:12:48 PM	Dr. Burns
4:13:29 PM	Chair Grall
4:13:30 PM	Dr. Burns
4:15:30 PM	Chair Grall
4:16:31 PM	Senator Stewart
4:17:07 PM	Dr. Burns
4:17:46 PM	Presentation by Dr. Stephen Silverman, Dean of the College of Education at Florida Atlantic University
4:33:31 PM	Questions
4:33:33 PM	Senator Jones
4:33:48 PM	Dr. Silverman
4:34:42 PM	Senator Jones
4:35:46 PM	Senator Book
4:35:54 PM	Dr. Silverman
4:36:45 PM	Senator Book
4:37:38 PM	Dr. Silverman
4:38:08 PM	Senator Book
4:39:51 PM	Senator Simon
4:40:06 PM	Dr. Silverman
4:41:09 PM	Chair Grall
4:41:13 PM	Dr. Silverman
4:41:55 PM	Chair Grall
4:42:07 PM	Dr. Silverman
4:42:23 PM	Chair Grall
4:42:25 PM	Dr. Silverman
4:42:39 PM	Chair Grall
4:42:43 PM	Dr. Silverman
4:43:08 PM	Presentation by Dr. Wayne Riggs, Dean of Flagler College-Tallahassee and the Division of Continuing

Education

4:58:05 PM

Questions

4:59:06 PM

Senator Jones

4:59:35 PM

Dr. Riggs

5:00:40 PM

Senator Harrell

5:01:10 PM

Dr. Riggs

5:01:46 PM

Chair Grall

5:02:22 PM

Senator Jones moves to adjourn

5:02:32 PM

Meeting adjourned