Florida Association of Professors of Educational Leadership (FAPEL)
Florida Educational Leadership Examination (FELE)

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Overview: Changes to the Florida Educational Leadership Examination

- Update and revise the competencies and skills to conform with updated Florida Principal Leadership Standards (FPLS).

- Modify examination content to include a focus on strategies that impact student achievement positively.

- Implement the FELE Steering Committee recommendations regarding the new FELE test design, while incorporating
  - the profile of a Beginning Effective School Administrator Candidate (BESAC) throughout the development process, and
  - an increase in the rigor and cognitive complexity of the examination as a whole.

Rule Authority: SBE Rule 6A-4.00821, F.A.C.

- The Florida Educational Leadership Examination (FELE) shall be developed by the Commissioner of Education.

- Beginning Jan 1, 2009, the written examination shall contain multiple-choice questions and a performance assessment associated with the Florida Principal Leadership Standards specified in Rule 6A-5.080, F.A.C.

  - On Nov 15, 2011, SBE Rule 6A-5.080, F.A.C. was revised making it necessary to update the Competencies and Skills Required for Certification in Educational Leadership and significantly revise the FELE.

FELE Steering Committee

- College and university professors (FAPEL)
- District leadership
- High performing principals and APs

Will meet annually to be provided with updates and to provide additional recommendations and program direction.

Findings and opinions shared with FLDOE leadership and State Board of Education.

FELE Steering Committee Recommendations

- New Subtest Configuration (FELE 3.0) aligned to FPLS*
  - Subtest 1 – Leadership for Student Learning
    - Standard 1 – Student Learning Results
    - Standard 2 – Student Learning as a Priority
    - Standard 3 – Instructional Plan Implementation
    - Standard 5 – Learning Environment
  - Subtest 2 – Organizational Development
    - Standard 4 – Faculty Development
    - Standard 7 – Leadership Development
    - Standard 10 – Professional and Ethical Behavior
  - Subtest 3 – Systems Leadership
    - Standard 6 – Decision Making
    - Standard 8 – School Management
    - Standard 9 – Communication

*The renaming of the three subtests more accurately reflects the role of school building administrators as school leaders.

FELE Steering Committee Recommendations (cont.)

- Overall rigor of FELE 3.0 should be increased
  - Multiple Choice items should be written to a somewhat higher level of complexity
  - Test items should require application of knowledge not just recall of information
  - Items should be richer in content and use graduate level language related to instructional leadership
- Written performance assessments should
  - Use data other than school grades or AYP calculations such as
    - Monitoring data, student achievement data, attendance, teacher grade profiles, survey data
  - Use more scenarios that beginning administrators face such as managing change, teacher feedback, and classroom discipline

Definition of FELE 3.0 Target Candidate (Drafted by the FELE Steering Committee)

- The <u>beginning effective school administrator candidate</u> (BESAC) understands a core of research on instructional strategies and behaviors, leadership, decision-making models, and state approved academic and accountability standards so that the administrator will have a *high probability of positively impacting* student achievement, faculty development, school management, and the development of professional and ethical behaviors.

Competencies and Skills Sample: FELE 3.0, Subtest 1, Competency 1

Subtest #1: Leadership for Student Learning

1. **Knowledge of effective facilitation of positive achievement results aligned with student learning goals and state accountability measures**

   1. Analyze and determine appropriate school learning goals using State Board of Education adopted educational standards and district adopted curriculum.

   2. Identify and analyze areas of greatest need for improvement based on state accountability measures.

   3. Evaluate student learning results based on student performance and growth on assessments.

   4. Identify methods of providing meaningful feedback to improve instructional planning and delivery.

FELE Prompt-Began January 2013

The table below details 9th-grade student learning gains in reading and mathematics for the previous three school years. Year 3 is the current school year.

High School A				
Learning Gains in Reading and Mathematics for 9th-Grade Students				
School Year	% Making learning gains in reading	% Making learning gains in mathematics	% of Lowest 25% making learning gains in reading	% of Lowest 25% making learning gains in mathematics
Year 1	54	66	40	45
Year 2	55	64	43	48
Year 3	54	65	47	54
Average	54.5	65	43.5	49
Three year difference	0	–1	7	9

The principal of High School A has asked you, the assistant principal, to draft an executive summary to brief the faculty about the 9th-grade learning gains as recorded in the table, and to identify strategies to improve 9th-grade student learning gains for the next year.

The executive summary should include
- an analysis of the data that identifies data trends;
- a description of additional data needed to further explain the data provided;
- a plan for gathering additional data; and
- an explanation of why the additional data is needed.

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FELE Standard Setting Impacts & Process

- Changes to Passing Scores Impact:

  - Student Matriculation *(e.g., program enrollment, academic progress)*
  - Certification: passing scores are required for certification
  - Employment within Florida public school districts
  - Diversity of Certified APs and principals *(e.g., African American, Hispanic, White)*

FELE Standard Setting Process-Step 1

Conducted in 3 Steps

- Subject matter experts take the actual FELE aligned to the SBE approved competencies and skills.
  - Principals, APs, and college/university faculty, district curriculum coordinators
  - All three FELE subtests multiple-choice items

FELE Standard Setting Process-Step 2

- Subject-matter experts make 2 rounds of judgments on each test item
  - Subject-matter experts think about and consider the knowledge and skills that beginning effective school administrators would be able to demonstrate.
    - Given the knowledge and skills required in this question, what percentage of "beginning effective school administrators" *would* get this item correct?
  - Provide an item-level rating for each test item. Items are rated independently.

  - Using these independent ratings, median passing scores are calculated as the sum of subject-matter expert's median ratings for all multiple-choice items.

FELE Standard Setting Step 3: Overall Passing Score Judgment Procedures

- Passing Score Recommendation
  - Review and consider the data in Round 2's passing score summary and impact analyses reports.
  - Consider the purpose of the FELE program, the test construction guidelines, and the test items.
  - Consider the requirements for an examinee who is just at the level of knowledge and skills required to be a beginning effective school administrator candidate.

FELE Standard Setting Step 3: Overall Passing Score Judgment Procedures

- Recommend the minimum number of multiple-choice items on the test that would be answered correctly to receive a passing score.

- Recommendations by subtest are then submitted as part of the rule development package for approval by the SBE.

FELE Written Performance Assessment Standard Setting-Similar Process

- SMES
- Review of prompts
- Rating and discussion
- Impact data review
- Final recommendation

Transition of FELE Scoring from TX to MA

- Pearson is closing holistic scoring center in Austin, TX.
- Transition of all FTCE/FELE holistic scoring to Pearson in Amherst, MA ongoing.
- Pearson has been holistically scoring certification exams in MA for decades.
- FELE will be rated by MA principals and district leaders using entire Florida holistic scoring protocols.
- Training conducted by Florida Chief FELE rater with FLDOE oversight and monitoring.
- Ongoing monitoring and direct Florida participation in training of FELE scoring process.

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FELE 3.0 Test Administration and Scoring

- First administration is scheduled for January 2014.
- Comps and Skills were approved by the SBE in October 2012.
- Comps and skills have been "Live" since 12.16.12.
- Most (if not) all programs have incorporated the new C&S.
- Test content is significantly changed.

Plans to be finalized by FLDOE:

Cut-off date and process for current FELE (examinees w/ pending retakes)

Implementation of new FELE moving forward

- FLDOE will notify FAPEL directly with final decision.
- Communication blast from the Department (Commissioner level).
- Website and test registration updates (FLDOE and Pearson).
- Direct communication with examinees needing to pass current FELE.

Results Analyzer

- Data analysis system customized to institution needs
- Implemented June 20th, 2012
- Developed with the technical assistance and input of members of FACTE/FAPEL
- Conducted pre-session
- Serving all IHEs for their on-going needs for data and research assistance
- 6 training webinars conducted
- System updates to meet future IHE needs will be considered
- ES Pearson contact for system is Connie Bergquist

FELE Test Development Plans

Development Activity	Projected Dates
FELE Steering Committee	February 16–17, 2012
Competencies/Skills Development	May 15–18, 2012
Competencies/Skills Validation	June 25–27, 2012
Competencies/Skills Statewide Survey	July–August 2012
Competencies/Skills Finalization	August 22–24, 2012
SBE Approval of Competencies/Skills	**November 6, 2012**
Program/Institution Notification	December 2012
Item Specification Development	January 2013
Item Specification Finalization	January 2013
Item Review: Current FELE Subtests	February 2013
Item Writing: All Subtests	February –March 2013

FELE Test Development Plans (cont.)

Development Activity	Projected Dates:
• Item Field Testing	April–August 2013
• Item Validation	July–September 2013
• Base Form Validation	August 2013
• New Test Information Guide (TIG)	July 2013
• Remaining Form Validation	Late 2013
• New Form Administration	January 2014
• **Impact Data Collection**	**January–March 2014**
• Standard Setting Meeting	April 2014
• SBE Rule: Passing Scores	Spring/Summer 2014
• **New Passing Score Implementation**	**Summer 2014**

Questions or Comments?