



FAPEL 2017 Policy and Advocacy Platform

President: Dr. Valerie A. Storey

Valerie.storey@ucf.edu

**Committee Members: Marytza A. Gawlik,
(Chair), Fern Aefsky, Scott Gillig and
Sheila Moore**

◆ FAPEL calls for a comprehensive review of the Proposed Rule 6A-5.081 for Initial and Continued Approval of School Leaders Programs.

Regarding the bill assembled by the FDOE last year, the law will now require programs to remediate graduates if the districts are not satisfied with their performance (e.g., as measured by student achievement scores on standardized tests) within two years immediately following completion of the program or following initial certification,

whichever occurs first. In other words, the law requires a two-year guarantee that graduates will perform well or the university will be accountable to fix training deficits as determined by the school district.

Essentially, this law requires that university educators and institutions of higher education be held accountable for their graduates' (now principals) employees' (teachers) students' standardized achievement test scores. This involves accountability for a relationship that is up to three generations removed (from professor/university-to-graduate/principal-to-teacher/employee-to-students). Such a chain of responsibility is akin to holding great-grandparents accountable for the sins of their great-grandchildren.

Given the lack of validity of using student standardized test performance to judge teacher performance, especially without controlling for variables such as socio-economic status, parental attitudes toward education, and school resources including technology, and to further extend this judgment to teachers' principals and to principals' university professors, is a validation error full of confounding variables. See the Florida Department of Education Continued Program Approval Standards for Educational Leadership Programs (Form EL CAS-2016) Indicator 1.2.4 and Indicator 1.3.1 (Impact that program completers have on student learning as measured by the formulas to s. 1012.34(7,F.S.) for details.

◆ FAPEL supports the implementation of ESSA, with emphasis on the parts of the law that empower school leadership.

FAPEL supports the definition of school leader in the ESSA as the principal (which could also mean the assistant or vice principal), or the designated school administrator responsible for the daily managerial and instructional leadership inside the school building.

FAPEL supports the incorporation of language in ESSA related to the dedicated funding for states on principal professional development which help to focus funds to create mentoring, induction and performance measures to attract and retain effective principals.

◆ Several states and school districts have adopted Value-Added Models (VAMs) as part of educational accountability systems. The goal of these models, which are also referred to as Value-Added Assessment (VAA) Models, is to estimate effects of individual teachers or schools on student achievement while accounting for differences in student background. VAMs are increasingly promoted or mandated as a component in high-stakes decisions such as determining compensation, evaluating and ranking teachers, hiring or dismissing teachers, awarding tenure, and closing schools.

FAPEL makes the following recommendations with regard to using VAMS:

FAPEL endorses wise use of data for improving the quality of leadership education and overall school improvement.

FAPEL supports estimates from VAMs should always be accompanied by a discussion of the assumptions and possible limitations of the models. These limitations are particularly relevant if VAMs are used for high-stakes purposes, especially with respect to school leaders. VAMs are generally based on standardized test scores, and do not directly measure potential teacher contributions toward other student outcomes.

FAPEL also supports that VAMs should be viewed within the context of quality improvement, which distinguishes aspects of quality that can be attributed to the system from those that can be attributed to individual teachers, teacher preparation programs, or schools. Most VAM studies find that teachers account for about 1% to 14% of the variability in test scores, and that the majority of opportunities for quality improvement are found in the system-level conditions. Ranking teachers by their VAM scores can have unintended consequences that reduce quality.

◆ Teacher shortages have become prevalent in the state of Florida and as such, FAPEL supports flexibility in funding for the recruitment and retention of teachers throughout the state; specifically in mentoring teachers in the first three years of their career.