

FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR LEVEL II SCHOOL PRINCIPAL PROGRAMS (FORM SP IAS-2025)

Instructions:

A Florida public school district, charter school, or charter management organization seeking initial approval of its Level II school principal program, authorized in section 1012.562, Florida Statutes (F.S.), shall submit an electronic program application via the eIPEP system at <https://www.florida-eipep.org> that contains a description and supporting evidence of the design, delivery, curriculum content, and evaluation of the specified program. The Florida Department of Education Initial Program Approval Standards for Level II School Principal Programs (Form SP IAS-2025) contains the specifications for what must be included in an initial application. Applications must be submitted to the department by the quarterly deadlines of January 15, April 15, July 15, or October 15.

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A program application shall contain the following:

Standard 1. Program Candidate and Completer Quality

The program ensures that candidates and completers are prepared to serve as school principals for schools in which prekindergarten through grade 12 (p-12) students are provided high-quality instruction to meet high standards for academic achievement.

Indicator 1.1: Each program consistently applies admission requirements in accordance with section 1012.562, F.S., and Rule 6A-5.081, F.A.C.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. Admission requirements and procedures used to determine a candidate has met the admission requirements outlined in section 1012.562(3)(a), F.S., and Rule 6A-5.081, F.A.C., to include:
 - a. Hold a Florida certificate in educational leadership;
 - b. Earned a highly effective or effective summative performance evaluation under section 1012.34, F.S.;
 - c. Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in section 1012.34, F.S.;
2. Candidate selection process used to determine entry into a program, which may include written performance assessments and interviews; and
3. Plan for annually collecting, monitoring, and reporting data on candidates who applied to, were admitted to, and enrolled in the program.

Indicator 1.2: The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in school leadership.

The following information must be provided to receive a rating of Acceptable.

The program provides:

1. A matrix that describes the critical tasks, assignments, and assessments during coursework or training and culminating field experience(s) and internship for the competencies and skills associated with each component of the curricula in alignment with the Florida Educational Leadership Standards (FELS) as defined in Rule 6A-5.080, F.A.C., including:
 - a) Title for each course within the competency-based curricula aligned to each principal descriptor of the FELS;
 - b) Performance measure or indicator that is being assessed; and
 - c) Title and description of critical task or assessment activity.

The program describes:

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2. The program verifies by a written statement that the program does not distort historical events; does not include curriculum or instruction that promotes identity politics or violates section 1000.05, F.S.; and does not use curriculum or instruction based on theories that systematic racism, sexism, oppression and privilege are inherent in the institutions of the United States and were created to maintain social, political and economic inequities. Identity politics means learning activities that promote the theory that an individual adheres to a political viewpoint based on the persons race, color, national origin, sex, disability, religion or marital status.
3. The plan for how training provided through the program will be aligned to the personnel evaluation criteria under section 1012.34, F.S., and the William Cecil Golden Professional Learning Program for School Leaders in section 1012.986, F.S.;
4. Process of how it will assess, monitor, and document each program candidate's progress and mastery of competency-based training and field experiences aligned to:
 - a) FELS as defined in Rule 6A-5.080, F.A.C.;
 - b) Personnel evaluation criteria under section 1012.34, F.S.; and
 - c) William Cecil Golden Professional Learning Program for School Leaders, pursuant to section 1012.986, F.S.;
5. The program ensures that its decisions about whether a completer possesses the required knowledge, skill and professional behaviors in school leadership are based upon performance and skill and are not based upon race, color, sex, national origin or other classifications of the individual.
6. The plan for providing candidates individualized instruction using a customized learning plan based on data from self-assessment, selection, and performance evaluation instruments;
7. The plan for analyzing candidate performance data at the individual level to ensure candidate's mastery of the curricula; and
8. Plan for providing documented remediation, mentoring, and coaching feedback that supports program candidate's progression throughout the program and mastery of the curricula.

Indicator 1.3: The program must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to section 1012.562(1), F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. The process of how it will collect, monitor, and analyze evidence to include:
 - a) Program candidates' field experience performance evaluations in demonstration of the FELS;
 - b) Number and percentage of program completers who are placed in school principal positions in Florida public schools;
 - c) Number and percentage of program completers who are placed in school principal positions in the school district;
 - d) Results from program candidates' and program completers' performance evaluations required under section 1012.34, F.S.; and
 - e) Other data results under consideration by the program.

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Standard 2. Field Experiences

The program provides high-quality field experiences in a variety of purposeful p-12 settings that offer candidates opportunities to practice the expectations of a school principal as defined in Rule 6A-5.080, F.A.C., and with sustained opportunities to contribute to the demonstrable improvement of teaching effectiveness. Field experiences offer candidates the opportunity to demonstrate mastery of instructional leadership strategies, coaching development and school safety practices.

Indicator 2.1: Field experiences are completed in a variety of purposeful p-12 settings relevant to program objectives and under the supervision and support of staff with the knowledge and skill necessary for the development of the candidate.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. How field experience and internship placement settings are selected, utilized, and evaluated relative to the standards and competencies outlined in Rule 6A-5.080, F.A.C., and in service of the purpose of school leader preparation programs highlighted in section 1012.562(1), F.S.;
2. The criteria and plan for selecting and training individuals who supervise and support candidates during their field experiences; and
3. The plan for ensuring that candidates have high-quality field experiences in a variety of purposeful p-12 settings and the opportunity to demonstrate leadership strategies, coaching development and school safety practices.

Indicator 2.2: -Program candidates are placed in high-quality field experiences in which they can effectively demonstrate competence in the FELs, as defined in Rule 6A-5.080, F.A.C.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. How program candidates demonstrate the expectations of effective school administrators during field experiences;
2. How candidates receive feedback on their progress through field experiences and internships, including strategies for improvement;
3. How program candidates' performance in high-quality field experiences will be collected, evaluated, and analyzed; and
4. How support will be determined, administered, and monitored for program candidates who are not successful during field experiences and internships.

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Standard 3. Program Effectiveness

The program demonstrates a commitment to continuous improvement that is sustained and evidence-based by evaluating the effectiveness of its candidates and completers and determining areas for program improvement.

Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. The continuous improvement process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including:
 - a) Program candidates' field experience performance evaluations in demonstration of FELS;
 - b) Number and percentage of program completers who are placed in school principal positions in Florida public schools;
 - c) Number and percentage of program completers who are placed in school principal positions in the school district;
 - d) Results from program candidates' and program completers' performance evaluations required under section 1012.34, F.S.; and
 - e) Other data results under consideration by the program.

Indicator 3.2: The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.

The following information must be provided to receive a rating of Acceptable.

The program describes:

1. The process it will use for examining aggregated data analyses of program candidate and program completer performance and impact to identify areas of strength and areas for growth for program improvement and drive decisions for programmatic enhancements and improvement;
2. Strategies for involving program completers, other school personnel, employers, community agencies, business representatives, and other stakeholders in the program evaluation process; and
3. Roles and responsibilities of stakeholders who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning, including how stakeholder input will be used.

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SCORING GUIDE

Each indicator shall receive a rating of Acceptable or Unacceptable based on the narrative description and documentation in the application. The indicator ratings are as follows:

Acceptable = A

The evidence presented in the application is clearly described and in alignment with the indicator. The narrative is well-articulated, realistic, and contains all required elements. Documentation is complete.

Unacceptable = U

The evidence presented in the application is incomplete, not clearly described, or is not in alignment with the indicator. The narrative or supporting documents do not address or satisfy the described elements.

OVERALL RATING SUMMARY FOR INDICATORS			
STANDARD 1	INDICATOR 1.1	INDICATOR 1.2	INDICATOR 1.3
STANDARD 2	INDICATOR 2.1	INDICATOR 2.2	
STANDARD 3	INDICATOR 3.1	INDICATOR 3.2	

Enter an **A** or **U** for each indicator based on the rating scale above.

SUMMATIVE RATING

The results of the ratings for all indicators within each standard will determine the summative rating:

Full Approval – Program has earned “acceptable” for all indicators.

Denied – Program has earned “unacceptable” on one or more indicators.