



Your First Choice for Success

Program Review

Educator Preparation Institutes

July 2008

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INTRODUCTION

The critical need for highly qualified teachers is an issue many states across the nation are working to resolve. The teacher shortage is attributed to a number of factors: turnover due to Baby Boomer retirements, increasing student enrollments, mandatory class-size reduction initiatives, teacher job dissatisfaction, and teachers pursuing other jobs, especially higher paying positions in the private sector.¹ Reports of Fall employment show that the Florida teacher shortage grew from 11,000 to 15,000 prior to 2003, to 19,317 in 2003, and has subsequently grown to 20,000 to 22,000 for 2006-07.²

In 2006-07, Florida school districts reported that 16,063 teachers left the classroom, an 18 percent increase from 13,634 departures in 2005-06.³ Of these individuals who left the teacher workforce in 2006-07, 9,984 resigned voluntarily while 2,375 teachers retired and the remaining 3,704 left for other reasons, including death, dismissals, contract expiration, and staff reductions.⁴ Since 1999-00, the attrition rate of Florida teachers has steadily increased from an annual loss of 7.23 percent of the teaching workforce to 9.55 percent in 2006-07.⁵

In 2002, the Florida Board of Education adopted eight strategic imperatives pertaining to education in the state.⁶ Strategic Imperative 1, "Increase the supply of highly qualified K-12 instructors" was adopted to address the need for qualified instructors called for in the No Child Left Behind Act.⁷ Appendix 1 provides details of the K-20 Education Strategic Plan as refined and approved by the Florida Board of Education in 2006.

This report provides a comprehensive examination of Educator Preparation Institutes (EPIs), with a focus on competency-based alternative educator certification preparation at Florida community colleges. Data pertaining to the contributions EPIs make to current teacher demand in the state is presented. In compiling qualitative information for the current program review, Division of Community College (DCC) staff interviewed EPI coordinators of 10 community colleges. The sample of institutions that was interviewed was determined by the DCC Evaluation Office based on the following demographics: size (small, medium, and large); community context (rural and urban); and program model type (use collaborative model or credit model). Information collected from these interviews is presented throughout the program review. Finally, data-driven conclusions and recommendations for policy and future research are offered.

¹ "Is there really a teacher shortage?" Richard M. Ingersoll, University of Pennsylvania, The Center for the Study of Teaching and Policy, University of Washington, and The Consortium for Policy Research in Education. (September 2003) and "Community Colleges' Role in Teacher Preparation," The Center for Community College Policy (www.communitycollegepolicy.org). (May 2007)

² Critical Teacher Shortage Areas, 2008-2009, Martha Miller, Division of Accountability, Research, and Measurement, Office of Research and Evaluation, Florida Department of Education, February 2008.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

⁶ www.fldoe.org

⁷ Four main objectives for Strategic Imperative 1: Excite interest in teaching as a career in Florida; put more qualified teachers, especially minority teachers in Florida's classrooms; give teachers strong professional support throughout their careers; and keep good teachers in the profession

BACKGROUND

Historically, the Florida Community College System (FCCS) addressed teacher education in several significant ways prior to the establishment of Educator Preparation Institutes.

- **Prerequisite Courses.** Community colleges offer prerequisite courses for four-year teacher education programs as part of the transfer function. After time-to-degree legislation was enacted by the 1995 Legislature, the FCCS and the State University System (SUS) developed three common prerequisite courses for potential teachers to take during the first two years of their program. Students are guaranteed that these courses will transfer as part of the 120-hour teacher education degree requirements in the SUS.
- **2+2 Partnerships.** Florida's community colleges participate in partnerships with teacher education programs at four-year institutions (concurrent-use and joint-use programs).
- **Baccalaureate Degrees.** In 1999, the Florida Legislature authorized community colleges to seek approval from the Legislature to grant baccalaureate degrees in high-need areas. Several community colleges have broadened their mission to include baccalaureate degrees, including baccalaureate degrees in education.

Currently, 52% of teachers that graduate from teacher education programs in Florida's state universities are community college transfers.⁸

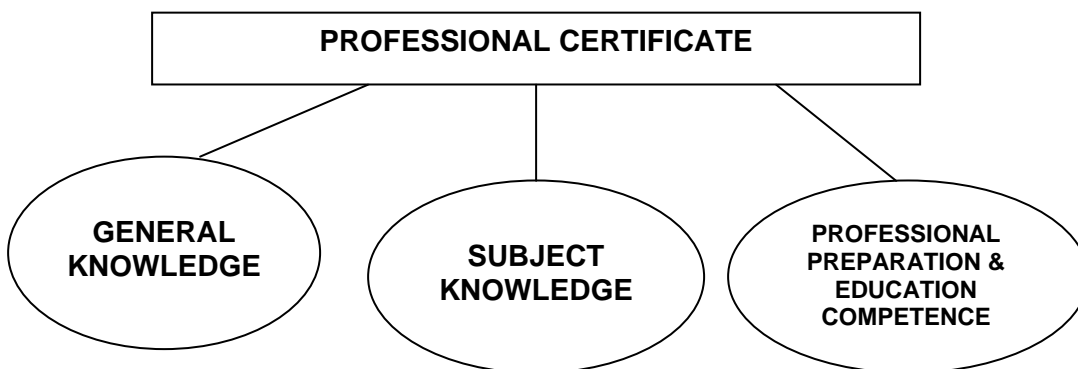
Precursors to Educator Preparation Institutes in the FCCS were the state funded Teach for Florida projects in several community colleges and a federally funded Transition to Teaching project, all focusing on alternate routes to teacher preparation. These successful experimental teacher education programs were provided at Broward Community College, Florida Community College at Jacksonville, and Indian River Community College (Teach for Florida); and Palm Beach Community College (Transition to Teaching). Prior to beginning these programs, the participating community colleges experienced widespread interest from the public, and the colleges were unable through their Teach for Florida and Transition to Teaching projects to serve the larger numbers of people who expressed interest in an alternate route to certification. A combination of the aforementioned factors provided the impetus for community colleges to develop alternative certification programs. Below are a brief history and description of EPIs and an alternative pathway for producing teachers.

In response to the state's critical need for new teachers, the Florida Legislature and the State Board of Education developed multiple pathways for teacher preparation and the demonstration of standards required to qualify for a Professional Educator's Certificate. (See Exhibit 1, Requirements for a Professional Educator's Certificate). The three pathways for teacher preparation available at community colleges are (1) site-determined baccalaureate degrees; (2) concurrent-use or joint-use programs and (3) Educator Preparation Institutes. The diagram in Exhibit 1 below illustrates three main

⁸ "Florida Community College System Collaborates Cross-Sector to Produce Highly-Effective Teachers." Judith Bilsky, Working paper prepared for the Education Commission of the States, July 2006.

categories of teacher preparation programs and their relationship to professional certification.⁹

**Exhibit 1
Requirements for a Florida Professional Educator’s Certificate**



To complete requirements for a Florida Professional Educator's Certificate, an individual must demonstrate mastery of three areas: (1) General Knowledge; (2) Subject Knowledge; and (3) Professional Preparation and Education Competence

Baccalaureate degrees in education are among the select programs being offered at community colleges. The first institutions to offer baccalaureate degrees in education were St. Petersburg College (2001), Chipola College (2002) and Miami Dade College (2002). In February 2008, the State Board of Education approved a total of 22 programs (including several education concentrations) for six colleges. Overall, eight community colleges offer 43 programs in education¹⁰. All community colleges offering baccalaureate degrees must meet the same criteria and accreditation standards as public and private universities in Florida awarding bachelor's degrees.

Another pathway for students to access baccalaureate programs is through partnerships formed between community colleges and four-year institutions. These partnerships, or concurrent-use and joint-use programs, include all upper division programs offered at community college facilities in partnership with four-year public or private institutions. Currently, 26 of 28 community college campuses have concurrent-use or joint-use programs with public and private four-year institutions in which students have the opportunity to enroll in upper-level coursework at a community college campus. In 2007-08, statewide concurrent-use partnerships provided over 25,000 community college students access to 359 baccalaureate degree programs, with 66 programs in education.

The alternative certification program within an Educator Preparation Institute provides an alternate route to teacher certification for mid-career professionals and college

⁹ "Beginning Teachers from Florida Teacher Preparation Programs: A report on state approved teacher preparation programs with results of surveys of program completers." Sande Milton, Pamela Flood, Melinda Dukes, Fely Curva, and Ryan Wilke, Department of Educational Leadership and Policy Studies, College of Education, Florida State University and the Florida Center for Interactive Media, February 2008.

¹⁰ One program, Educational Studies at St. Petersburg College, does not lead to certification.

graduates who were not education majors. These competency-based alternative certification programs are playing a vital role in building the future teacher workforce.

Community colleges in Florida, therefore, are in an ideal position to provide EPI alternative certification programs due to their ability to offer flexible delivery and geographic convenience to students preparing for the teaching profession. All 28 of Florida's community colleges have implemented EPI programs to meet the growing demands of the state for new educators.

EDUCATOR PREPARATION INSTITUTES (EPI)

As an extension of a historical commitment to educator preparation, the Florida Legislature passed Senate Bill 2986 in 2004, establishing 1004.85, F.S., to provide the opportunity for postsecondary institutions to create Educator Preparation Institutes.

In June 2004 a team of representatives from the Office of the Commissioner of Education, the Division of Community Colleges (DCC) and Workforce Education, the Division of Colleges and Universities (now Board of Governors), and several community college and state university campuses attended The National Policy Summit on the Role of Community Colleges in Teacher Education, sponsored by the Education Commission of the States. This unique event engaged key decision-makers from several states in dialogue about the policies, partnerships, promising practices and problems associated with the participation of community colleges in teacher preparation. As a culminating activity, the "Florida Team," one of the largest groups at the conference, developed an action plan for 2004-05 focusing on collaborative initiatives to facilitate the implementation of Senate Bill 2986, which outlined requirements to establish Educator Preparation Institutes.

A collaborative effort was undertaken to develop application guidelines and an EPI approval process at the DOE under the direction of the K12 Public Schools Division of Educator Quality. Dr. Judith Bilsky, DCC's Vice Chancellor for Academic Affairs, provided leadership to assist community colleges seeking to submit proposals to DOE for approval of EPIs. For this purpose, the Office of Student and Academic Success (OSAS) collaborated with several Department divisions, including the Division of Educator Quality and Just Read, Florida. OSAS staff held a workshop for interested community colleges in June 2004 with attendance from 24 institutions. Dr. Henri Sue Bynum, then Associate Dean of Arts and Sciences of Indian River Community College, took a leading role in developing a model template (including competency-based modules) which was made available to all community colleges as a guide to use when developing an alternative certification plan. Community college representatives discussed ideas in the development of these modules in an internet chat room established by Dr. Bynum.

In June 2005 OSAS staff conducted its first technical assistance workshop to provide additional details on the EPI approval process required by DOE. Over fifty participants from community colleges across the state attended this session. Eleven institutions applied for EPIs and received final DOE approval in August 2005; fifteen additional community colleges applied and received provisional approval at the same time, followed by rolling final approval for all fifteen.

EPI coordinators and other key stakeholders met again for a technical assistance meeting in October 2005 for continued planning, sharing best practices, and training from DOE, including pertinent information for interfacing with several DOE divisions and with FACTS.org. As EPIs have become operational, sustained programs, and produced completers to help meet the needs of the Florida critical teacher shortage, OSAS has provided ongoing technical assistance meetings for continued collaboration and training by the different divisions at DOE related to EPI program operations and DOE accountability requirements. Workshops have also included opportunities for collaboration and sharing best practices among the institutions.¹¹

Educator Preparation Institute programs were created to help recruit, support, produce, and place highly-qualified workforce-ready educators in high-need subject areas and specializations with an emphasis on reading, math, and science. According to the Florida Department of Education Bureau of Educator Recruitment, Development, and Retention, "Educator Preparation Institutes are specialized teacher training programs that may be offered at any accredited Florida community college, university or private college. Colleges may create an EPI to provide any or all of the following types of training:

- Professional development opportunities to assist teachers in improving classroom instruction and in meeting certification requirements;
- Instruction to assist potential and existing substitute teachers in performing their duties;
- Instruction to assist paraprofessionals in meeting education and training requirements; or
- Instruction for baccalaureate degree holders to become certified teachers through competency-based alternative certification programs."¹²

These programs can be established at any accredited postsecondary institution, with prior approval from the DOE. The majority of community colleges in Florida offer EPI training in all four areas and all 28 offer alternative certification (see Exhibit 2).¹³ This program review deals mainly with data associated with EPI alternative certification programs that facilitate the production of teachers for the state. Details about the EPI program model, faculty, staffing, instruction, and other programmatic elements are discussed further in this section.

¹¹ *Chancellor's Newsletter*, 2004-2005, Division of Community Colleges, Florida Department of Education.

¹² 1004.85 F.S.

¹³ Five universities in Florida also offer EPI programs (Florida Atlantic University, Florida Gulf Coast University, University of Florida, University of North Florida, and University of West Florida).

Exhibit 2
Approved Educator Preparation Institutes in Community Colleges

Community College	EPI Training Offered			
	Professional Development	Substitute Teaching	Paraprofessional Training	Alternative Certification
Brevard Community College	X	X	X	X
Broward Community College	X	X	X	X
Central Florida Community College	X	X	X	X
Chipola College			X	X
Daytona Beach Community College				X
Edison College	X	X	X	X
Florida Community College at Jacksonville	X	X	X	X
Florida Keys Community College				X
Gulf Coast Community College				X
Hillsborough Community College	X	X	X	X
Indian River Community College	X	X	X	X
Lake City Community College	X	X	X	X
Lake-Sumter Community College	X	X	X	X
Manatee Community College	X	X	X	X
Miami Dade Community College	X	X	X	X
North Florida Community College	X	X	X	X
Okaloosa-Walton College	X	X	X	X
Palm Beach Community College	X	X	X	X
Pasco-Hernando Community College	X	X	X	X
Pensacola Community College	X	X	X	X
Polk Community College	X	X	X	X
Santa Fe Community College	X	X	X	X
Seminole Community College				X
South Florida Community College	X			X
St. Johns River Community College	X	X		X
St. Petersburg College	X		X	X
Tallahassee Community College	X			X
Valencia Community College	X	X	X	X

Source: Teach in Florida Web site. <http://www.teachinflorida.com/EducatorPreparationInstitutes/tabid/187/default.aspx>, retrieved on 1/23/08.

In an issue paper for the Education Commission of the States, Florida's Educator Preparation Institutes have been described by the authors as "...one of the nation's most aggressive alternative certification programs at the state's community colleges."¹⁴ Florida's EPI programs have been awarded the Davis Productivity Award for state government efficiency, with a documented savings of \$5 million in program development, approval, and infrastructure costs. In 2006, EPIs were also designated a Top 50 Government Innovation by Harvard University's John F. Kennedy School of Government. These programs show the promise of providing a new avenue to replenish the state's declining educator numbers.

¹⁴ "Community Colleges and Teacher Preparation: Roles, Issues, and Opportunities." Tricia Coulter and Bruce Vandal, Issue Paper, Education Commission of the States, May 2007.

Program Models

Nine institutions interviewed for this program review were approved by the Department of Education to utilize the Community College Collaborative Model EPI program; one institution interviewed was approved for the Credit Model.

Collaborative Model

The Community College Collaborative Model¹⁵ is a DOE approved curriculum framework and plan for Educator Preparation Institute programs permissible through 1004.85, Florida Statutes. The Collaborative Model includes a detailed plan for a competency-based delivery system for alternative teacher certification. It also reflects partnerships formed between community colleges and school districts within their individual service areas to provide competency-based instruction and training and professional development to individuals in their service districts. The Community College Collaborative Model was developed with broad representation from the community college system and the DOE Division of Community Colleges during 2004-05 in order to create a common EPI program that could be available throughout the Florida community college system. In 2005, 24 Florida community colleges made joint application to DOE to use the Collaborative Model for their individual EPIs. Altogether, 26 community colleges now utilize the Collaborative Model.

For this model, the community college provides instruction through four modules (see Appendix 2) that address topics related to Florida Educator Accomplished Practices (FEAPS), the Interstate New Teacher Assessment Support Consortium (INTASC) standards of knowledge, disposition, and performance, the National Educational Technology Standards (NETS) and the enhancement of the profession of teaching in the State of Florida.¹⁶ The additional responsibilities assumed by the community college include program administration and student support services from admission to program completion for meeting educator certification requirements. Partnering K-12 school districts, chartered schools, and non-accredited public schools appoint individuals to take part in advisory teams jointly with EPI representatives and provide the necessary venue for EPI participants to observe classes and demonstrate teaching skills.

Community colleges which use the Collaborative Model award institutional credit for modules completed by EPI participants. EPIs award a credential for completion of an alternative certification program.¹⁷ If a community college is authorized to award a baccalaureate degree in the subject area of a certificate of professional preparation, then the college may award upper division college credit for instruction in lieu of institutional credit.¹⁸ Institutions that are approved to use the collaborative community college model must implement the model with fidelity since institutional credit is “transcriptable” and

¹⁵ A full description of the Community College Collaborative Model is located at <http://www.fldoe.org/cc/OSAS/aptp/epiAdd.asp>.

¹⁶ Additional details for the standards of each of these can be reviewed at <http://www.fldoe.org/cc/OSAS/aptp/epiAdd.asp>, under “Appendices for Collaborative Model”.

¹⁷ 1004.85, Florida Statutes at

¹⁸ 6A-14.030, Florida Administrative Code (6A-14.030 Instruction and Awards in Community Colleges)

“transportable” among any of the Florida community colleges using the collaborative model for EPI alternative certification delivery.¹⁹

Credit Model

Two institutions, St. Petersburg College and Chipola College, are currently approved to administer their respective competency-based EPI alternative certification programs based on a credit model. Both schools award college credit for coursework completed towards certification. These are upper-level education courses and may include specific courses relating to subject area certification. For example, Chipola College offers college credit courses in “Teaching Methods in Math (or Science)” or St. Petersburg College offers certification in six areas with courses such as “Survey of Normal/Abnormal Language and Speech Development”.²⁰ It should also be noted that these two schools are also authorized to offer site-determined baccalaureate programs in teacher education and are able to provide upper-division coursework as a result. Many other EPI institutions also have baccalaureate programs in teacher education but have decided locally to use the community college collaborative model.

EPI Staff Structure

EPI programs are staffed by individuals who are required to serve in various roles since there is not significant clerical or support staff (see Exhibit 3). The reporting structure for these two key positions varies by institution. Some EPI Coordinator and Ombudsman positions report to a college vice president, but most report to a dean, associate dean, or department director. The following is an additional description of the staff composition of the institutions interviewed:

- Six (6) community colleges have EPI coordinators who also act as the EPI Ombudsman.
- Four (4) community college EPI programs have full-time clerical and support staff.
- Three (3) community college EPI programs have part-time clerical and support staff.
- Six (6) community colleges reported having “other” staff members such as testing administrators, educational advisors, e-Portfolio coordinators, and recruiters.

¹⁹ http://www.fldoe.org/cc/OSAS/aptp/pdf/epi_ta_guidelines-09_05.pdf

²⁰ To see the courses offered by EPI alternative certification programs for these schools, visit <http://www.chipola.edu/Secondary%20Education/EPI/EPI.htm> and http://www.spcollege.edu/bachelors/cert_impact2.php?program=cert

**Exhibit 3
EPI Staff Position and Reporting Structure***

Staff Position	Number of Institutions	
EPI Coordinator	2	Reports to Associate Dean
	3	Reports to Dean
	1	Reports to Associate Vice President
	3	Reports to Vice President
	1	Reports to Department Director
Ombudsman (required in Statute)	2	Reports to EPI Coordinator
	2	Reports to Associate Dean
	2	Reports to Dean
	3	Reports to Vice President
	1	Reports to Department Director

Source: Florida Department of Education EPI Interviews, May 2008.

*N = 10 (See Appendix 6 for list of sample institutions)

EPI Faculty

Exhibit 4 shows the characteristics of EPI faculty members. EPI programs employ both college faculty and adjunct faculty. Sometimes institutions provide full-time faculty for the EPI shared between college programs. Another example of the multi-tasking that occurs is that one EPI coordinator also serves as part-time faculty member. A source of adjunct faculty is frequently a school district, which can provide experts such as principals to teach classes for the local EPI program.

**Exhibit 4
Description of EPI Faculty**

Type of Faculty	Number of Institutions
Full-time College Faculty	2
Full-time College Faculty Shared with Other Departments	3
EPI Coordinator Also Serves As Part-time Faculty	1
Adjunct Faculty	10
Both College Faculty and Adjunct Faculty	5

Source: Florida Department of Education EPI Interviews, May 2008.

Instructional Delivery

Instructional delivery for EPI classes is varied at the institutions (Exhibit 5). One EPI uses only the classroom face-to-face model, one institution uses only the on-line model for delivery of EPI instruction, and one institution uses only hybrid delivery (both on-line and classroom instructional delivery within courses). Seven of the EPIs interviewed use more than one type of instructional delivery for their program.

**Exhibit 5
Description of Instructional Delivery Used**

Type of Delivery	Number of Institutions*
Classroom face-to-face	7
Online	5
Hybrid*	7
All Classes are in the Classroom	1
All Classes are On-line	1
All Classes are Hybrid**	1

Source: Florida Department of Education EPI Interviews, May 2008.

*Each row represents the number of institutions out of 10 interviewed.

**A hybrid class utilizes both online and face-to-face classroom delivery.

Elements of Program Design

Common elements of program design were flexibility of classes (EPI includes classes during evenings and/or Saturday or summer program); flexibility of program entry; good collaboration with school districts; and some use of principals and other district experts for teaching EPI classes and district experts in conducting workshops for students and faculty. To help defray costs, some programs loan textbooks to students to use during their coursework that are later returned to the college.

Unique Elements of Programs

EPI programs generally possess similar characteristics and each institution may provide additional programmatic elements as enhancements. Below are descriptions of how EPI programs are tailored to meet the needs of their populations and to provide services to promote and support student success.

- EPI has formed a consortium with districts to facilitate communication and student recruitment.
- Students can be substitute teachers while in the EPI program/can do field experiences during this time/opens the door to be hired as a teacher.
- The county is 72 miles long. The EPI rotates classes around the county to meet student needs.
- EPI program is housed at a university center with other stakeholders/university partners.
- Fully on-line program was designed for target student population and allows more people to participate (with work and family responsibilities, lifestyle considerations).
- EPI staff attend military discharge briefings/advertise and e-mail to Troops to Teachers contacts.
- Some students in an on-line cohort are currently out-to-sea.
- Mini Job Fair—principals come and do mock interviews with feedback to prospective teachers.
- Students can finish classes and field experience and pass all 3 Florida Teacher Certification Exams (FTCE) in 6 months (90% of students complete in 6 months).

- Field experience structure—EPI has a specific check list for field experience during each course. Each of the classes has a requirement of 7.5 hours of field experience related to the class.
- EPI staff is available for students to come in at night for extra assistance.

One EPI credit model program had the following unique elements of their program:

- EPI is a one-year program and follows the academic calendar (full semesters).
- Students in the elementary program complete 2 ESOL classes, so they are ready to test for ESOL certification.
- Courses for credit go on student transcripts. ESOL and reading are viable credit and go on the college transcript.
- Students have foundation courses in education if they decide to go to graduate school.
- Almost all faculty have doctorates. (Full-time faculty are shared with the College of Education.)

While EPI programs did not encounter any barriers in developing, implementing, or delivering the alternative certification program, a few challenges that some EPI programs encounter include: geography of the service area, coordination of the EPI program schedule and the college-wide program and reporting schedule, and potential students from out-of-state having to wait a period of time to gain residency. Another initial challenge cited was building trust with the school district. Such incidents require that EPI programs develop strategies for overcoming barriers such as being creative with marketing to make their EPI program stand out.

EPI coordinators collaborate with many different groups to help their students succeed. Some common factors that enhanced the success for the EPIs included fostering excellent working relationships with the district and administrators, building trust with the districts, district support for students in field experiences and for hiring EPI completers, having support from high level college administrators, accessibility and assistance from Department of Education divisions which relate to EPI programs, Division of Community Colleges statewide technical assistance meetings, and dedicated EPI faculty and staff. Other student-centered efforts include providing attention to students, flexible EPI class schedules, flexible class delivery including on-line and hybrid, community college model EPI program, learning centers, technology, and workshops/seminars for students.

EPI achievements range from increasing enrollments for EPI to providing excellent student advisement to having EPI “completers” pass all 3 tests for FTCE. Other notable successes include high placement rate of students, feedback from the districts and principals that they have confidence in the program, positive reputation of the program with the districts and good working relationships, and award recognition of EPI completers currently teaching.

Suggestions that have been provided with regards to policies relating to improvements to competency-based teacher preparation included:

- Tracking students/follow-up data after they leave the program (include EPI completers not teaching, moving out-of-state or out-of-country)

- An increase in the number of hours of field experience
- Increase field experience and supplement an internship with financial assistance
- Students are interested in incorporating more ESOL and reading strategies
- A substitution allowed for EPI technology course
- Assist teachers with graduate degrees to help teacher retention
- Additional test date for FTCE at a convenient community college site for students with expiration of temporary certificate on June 30
- More testing opportunities for critical needs areas as well as more computer-based testing opportunities
- Revise language in the statement of Status of Eligibility to include EPI option
- Stabilize the funding and create a reliable, ongoing source of dedicated EPI funding

Other suggestions for additional EPI alternative certification support services from the Division of Community Colleges are provided below:

- Continue liaison and support
- Additional communication of policy changes and legislative updates by e-mail
- Continued technical assistance meetings
- More frequent workshops
- EPI technical assistance meetings held at different campuses to see how other EPIs are operating
- Special technical assistance for new coordinators
- Way for EPIs to communicate on specific issues, like ESOL, hot topics (perhaps phone conferences)
- Discussion board for EPIs
- Quality control checkpoint on the statewide program
- Quality controls in place for fully on-line programs
- For reporting, a software accounting program offered through the state for standardization on information gathered and reported

EDUCATOR PREPARATION INSTITUTES:
PROFESSIONAL DEVELOPMENT, INSTRUCTION FOR SUBSTITUTE TEACHERS,
AND PARAPROFESSIONAL TRAINING

EPIs can provide services for: professional development for current teachers to improve classroom instructional practices and to meet certification requirements, instruction to assist potential and existing substitute teachers in performing their duties, and instruction to assist paraprofessionals in meeting education and training requirements. This section discusses and describes the characteristics of these training programs. All community college EPI programs offer alternative certification and a majority of institutions offer all four areas (Exhibit 2).

Professional Development for Current Teachers

Individuals who are already teaching must continuously maintain their credentials and skills by earning Master Inservice Points through a program that meets the Department

therefore requires that paraprofessionals meet higher standards of qualification."²⁶

Title I paraprofessionals whose duties include instructional support and who were hired after January 8, 2002, must have:

- completed two years of study at an institution of higher education;
- obtained an associate's (or higher) degree;
- or passed a formal state or local academic assessment, demonstrating knowledge of and the ability to assist in instructing reading, writing, and mathematics.²⁷

EDUCATOR PREPARATION INSTITUTES: ALTERNATIVE CERTIFICATION

EPI alternative certification programs provide competency-based instruction and most community college EPIs utilize the collaborative model. Of 28 community colleges, 26 selected to implement alternative certification programs based on the community college collaborative model (two community colleges were approved for a credit model program). For the community college collaborative model, institutional credit is awarded for satisfactory completion of instruction. Institutional credit is not intended for transfer outside of the Florida College System. Additionally, with this type of program model, upper division college credit for instruction can be awarded in lieu of institutional credit if the community college has an operational baccalaureate program in education.

Students with a baccalaureate degree from a regionally-accredited college or university may enter an EPI program, which consists of 21 credit hours of classroom instruction, to prepare to take the Florida Teacher Certification Exam (FTCE) in Professional Preparation and Educator Competence. Prior to being granted a Florida Teacher Certificate, students must also demonstrate General Knowledge and Subject Area Competence (these are not covered by EPI programs; subject area varies, depending on a student's baccalaureate preparation).

The curriculum of EPI programs consists of four modules relating to the standards of the Florida Educator Accomplished Practices (FEAPs). The modules are comprised of segments that provide students with the skills set and knowledge base necessary for those in the teaching profession. The following is a list of the modules; a full description of each module and its segments are in Appendix 2:

- Module 1: The Instructional Process
- Module 2: Reading Fundamentals
- Module 3: The Teaching Profession
- Module 4: Diversity in the Classroom

Students are also required to create a portfolio that documents their competency of the FEAPs and pass all sections of the Florida Teacher Certification Exam.

²⁶ U.S. Department of Education, <http://www.ed.gov>

²⁷ Ibid.

CURRENT STATUS: ALTERNATIVE CERTIFICATION

Common themes among the interviewed institutions in defining success in the EPI alternative certification program are the following:

- Met all requirements and passed all 3 FTCE exams
- Become employed as a teacher
- Prepared well; effective and satisfied as a teacher
- Positive feedback from students that they have been well prepared for the classroom by EPI program
- EPI completers send others to the EPI program to become students
- Principals give feedback that they are pleased with EPI completers
- [Teacher] retention beyond the 3 year mark (EPI programs have not been in place long enough)
- Impact on K-12 student achievement (has not yet been defined)²⁸

The results of the interviews provide insight from the individuals who perform the “hands-on” work at community colleges and have direct contact with the students. The responses from the survey also offer anecdotal evidence that EPI alternative certification programs are operating with a great deal of success along with suggestions for services that could further improve the program (see pages 12 and 13 for suggestions from several EPI programs).

Because there were no fully approved Educator Preparation Institutes in 2004 (the year legislation passed that allowed EPIs to be established at accredited postsecondary institutions with prior approval from the Department of Education), there are no data for that year. However, by 2005, all 28 Florida community colleges had fully approved Educator Preparation Institutes (See Exhibit 2 for full listing).

In 2005–06, 20 community colleges had enrolled a total of 1,151 students; by 2006-07, the headcount increased to 3,353 students (Exhibit 6). The number of students who completed EPI programs at community colleges increased from 86 in 2005–06 to 728 in 2006–07. This number is projected to increase to 1,000 by 2007-08.²⁹

²⁸ Florida Department of Education EPI Interviews, May 2008.

²⁹ Critical Teacher Shortage Areas, 2008-2009, Martha Miller, Division of Accountability, Research, and Measurement, Office of Research and Evaluation, Florida Department of Education, February 2008.

Exhibit 6**EPI Alternative Certification Student Headcount by Institution**

Community College	2005-06	2006-07
Brevard Community College	88	152
Broward Community College	27	122
Central Florida Community College	*	81
Chipola College	19	15
Daytona Beach Community College	28	150
Edison College	38	249
Florida Community College at Jacksonville	105	243
Florida Keys Community College	*	*
Gulf Coast Community College	71	158
Hillsborough Community College	28	156
Indian River Community College	143	276
Lake City Community College	30	61
Lake-Sumter Community College	*	87
Manatee Community College	41	113
Miami Dade College	23	108
North Florida Community College	39	59
Okaloosa-Walton College	65	196
Palm Beach Community College	52	196
Pasco-Hernando Community College	150	128
Pensacola Community College	63	136
Polk Community College	43	183
Santa Fe Community College	*	*
Seminole Community College	85	76
South Florida Community College	*	35
St. Johns River Community College	13	99
St. Petersburg College	85	116
Tallahassee Community College	*	61
Valencia Community College	*	97
Total	1,151	3,353

*Approvals to operate EPIs were granted on a rolling basis throughout 2005-06 and many programs were not at full capacity during this reporting year. Some programs did not begin operations until the Spring 2006 semester. Florida Keys Community College was not operational until January 2008.

Source: AA-1A.EPI Verification Reports, Community College Technical Center MIS, Florida Department of Education.

Exhibits 7 and 8 provide EPI headcount disaggregated by race and gender for 2005-06 and 2006-07. As shown in both tables, White students (77% and 72%, respectively for 2005-06 and 2006-07) composed the majority of individuals involved in EPI programs. This is followed by Black students (12% and 13%), Hispanic students (5% and 9%) and finally, the "other" group (4% and 3%), made up of American Indian/Alaskan Native, Asian/Pacific Islander, and Resident Alien. Two percent (2%) of those in EPI programs did not identify their race or gender. Although EPIs are comprised largely of White students, the number of minority students (Black and Hispanic) increased slightly from 2005-06 to 2006-07. Female students outnumbered male students in EPI programs (73% vs. 26%); this number remained relatively stable in 2006-07 with the female student headcount making up 71% of students and males constituting 26% of students.

Exhibit 7
EPI Headcount, by Race and Gender, 2005-06
Alternative Certification

EPI Headcount 2005-06	Total		White	Black	Hispanic	Other	Unknown		Female	Male	Unknown
Brevard	88			3	6	3	3		61	24	3
Broward	27			4	1	2	2		17	8	2
Central Florida	0	73		0	0	0	0		0	0	0
Chipola	19	18		2	1	0	0		14	5	0
Daytona Beach	28			3	1	3	1		16	11	1
Edison	38	0		2	1	0	0		28	10	0
Florida CC at Jacksonville	105	16		36	4	6	1		85	19	1
Florida Keys	0	20		0	0	0	0		0	0	0
Gulf Coast	71	35		10	1	2	0		52	19	0
Hillsborough	28	58		2	3	2	0		22	6	0
Indian River	143	0		6	9	6	1		106	36	1
Lake City	30	58		4	0	1	0		22	8	0
Lake-Sumter	0	21		0	0	0	0		0	0	0
Manatee	41	121		2	1	1	0		27	14	0
Miami Dade	23	25		10	8	0	2		13	8	2
North Florida	39	0		9	1	2	0		27	12	0
Okaloosa-Walton	65	37		2	2	3	0		51	14	0
Palm Beach	52	37		7	7	3	3		32	17	3
Pasco-Hernando	150	27		7	9	6	0		105	45	0
Pensacola	63	58		9	1	1	0		49	14	0
Polk	43	32		12	1	2	0		32	11	0
Santa Fe	0	128		0	0	0	0		0	0	0
Seminole	0	52		0	0	0	0		0	0	0
South Florida	0	28		0	0	0	0		0	0	0
St. Johns River	13	0		3	1	1	2		9	2	2
St. Petersburg	85	0		2	4	3	7		67	11	7
Tallahassee	0	0		0	0	0	0		0	0	0
Valencia	0	6		0	0	0	0		0	0	0
System	1,151	0	885 (77%)	135 (12%)	62 (5%)	47 (4%)	22 (2%)		835 (73%)	294 (26%)	22 (2%)

"Other" includes American Indian/Alaskan Native, Asian Pacific Islander, Resident Alien
 Source: AA-1A EPI Reports, run date 10/16/06

Exhibit 8
EPI Headcount, by Race and Gender, 2006-07
Alternative Certification

EPI Headcount, 2006-07	Total	White	Black	Hispanic	Other	Unknown	Female	Male	Unknown
Brevard	152		8	10	4	1	101	50	1
Broward	122		23	20	4	9	89	24	9
Central Florida	81	129	5	10	2	3	53	25	3
Chipola	15	66	2	0	0	0	13	2	0
Daytona Beach	150	61	14	13	4	7	97	46	7
Edison	249	13	13	8	9	9	172	68	9
Florida CC at Jacksonville	243	112	79	12	8	11	177	55	11
Florida Keys	0	210	0	0	0	0	0	0	0
Gulf Coast	158	133	17	5	4	2	116	40	2
Hillsborough	156		24	18	7	2	123	31	2
Indian River	276	130	22	26	9	5	207	64	5
Lake City	61	105	9	1	4	0	47	14	0
Lake-Sumter	87	214	5	4	2	6	61	20	6
Manatee	113	17	7	5	2	0	79	34	0
Miami Dade	108	70	41	51	1	4	67	37	4
North Florida	59	99	20	4	0	0	34	25	0
Okaloosa-Walton	196	11	10	7	7	2	150	44	2
Palm Beach	196	35	30	31	4	14	129	53	14
Pasco-Hernando	128	170	6	9	7	1	85	42	1
Pensacola	136	117	20	2	5	2	102	32	2
Polk	183	105	22	17	7	0	126	57	0
Santa Fe	0	107	0	0	0	0	0	0	0
Seminole	76	137	12	5	3	2	53	21	2
South Florida	35		7	4	1	1	30	4	1
St. Johns River	99	0	10	2	1	14	66	19	14
St. Petersburg	116	22	3	4	15	10	85	21	10
Tallahassee	61	72	7	1	2	3	40	18	3
Valencia	97	84	18	20	2	6	69	22	6
System	3,353	2,402 (72%)	434 (13%)	289 (9%)	114 (3%)	114 (3%)	2,371 (71%)	868 (26%)	114 (3%)

"Other" includes American Indian/Alaskan Native, Asian Pacific Islander, Resident Alien
 Source: AA-1A EPI Reports, run date 07/16/07

**Exhibit 9
EPI Alternative Certification Completions by College**

Community College	2005-06	2006-07
Brevard Community College	0	26
Broward Community College	0	9
Central Florida Community College	*	0
Chipola College	0	0
Daytona Beach Community College	0	28
Edison College	0	22
Florida Community College at Jacksonville	0	45
Florida Keys Community College	*	*
Gulf Coast Community College	0	49
Hillsborough Community College	0	14
Indian River Community College	9	40
Lake City Community College	0	11
Lake-Sumter Community College	*	25
Manatee Community College	22	48
Miami Dade College	0	32
North Florida Community College	24	29
Okaloosa-Walton College	0	80
Palm Beach Community College	0	23
Pasco-Hernando Community College	0	66
Pensacola Community College	14	20
Polk Community College	17	21
Santa Fe Community College	*	30
Seminole Community College	*	7
South Florida Community College	*	0
St. Johns River Community College	*	20
St. Petersburg College	*	46
Tallahassee Community College	*	24
Valencia Community College	*	18
System	86	733

*Approvals to operate EPIs were granted on a rolling basis throughout 2005-06 and many programs were not at full capacity during this reporting year. Some programs did not begin operations until the Spring 2006 semester. The Florida Keys Community College EPI alternative certification program was not operational until January 2008.

Source: AA-1A.EPI Verification Reports, Community College & Technical Center MIS, Florida Department of Education.

The number of students who completed EPI programs are disaggregated by college in Exhibit 9. The demographics of these students are presented in Exhibits 10 and 11 for 2005-06 and 2006-07. While only five institutions had students (total of 86 students) who completed the EPI alternative certification programs in 2005-06, this number increased to 24 institutions in 2006-07 (total of 733 students). Similar to the headcount data previously mentioned White students were the majority of program “completers” (86% and 80% for 2005-06 and 2006-07, respectively). Twelve percent (12%) of EPI students who completed in 2005–06 were Black; this number decreased to 9% in 2006-07. The representation of Hispanic students who completed also increased from zero (2005-06) to (5%) in 2006-07. Two percent (2%) and 3% of students who completed

during 2005-06 and 2006-07 were classified as “other” (an aggregated category of American Indian/Alaskan Native, Asian Pacific Islander, Resident Alien) while 2% were classified as “unknown.”

For gender, 74% of students who completed were female while 26% of their male counterparts made up the remaining students in 2005-06. However, the gender representation of students who completed the program was again, relatively consistent with the previous year (74% female, 26% male for 2005-06 and 72% female and 26% male for 2006-07). The gender distribution of students who completed an EPI alternative certification program was also proportionate to enrollment distributions.

Florida Teacher Certification Exam (FTCE) Pass Rates

The table in Appendix 3 shows the pass rates on the FTCE of students enrolled in 26 community college EPI programs in 2006-07. Three areas are shown: Professional Preparation and Educator Competence (“PRO”), General Knowledge (“GK”), and Subject Area Competence (“SAE”); the pass rates of students who passed all three areas of the FTCE is also presented in this table. Overall, the pass rates reported for students were at least 90 percent for the PRO, GK, SAE tests and for all three exams. Appendix 4 shows the FTCE pass rates of students who completed EPI programs in the same year. The percentage of students who passed was higher: 99.28% (PRO), 99.81% (GK), 97.52% (SAE), and 97.86% for all three exams. These results illustrate that students enrolled in or who complete EPI programs are demonstrating mastery of basic skills, professional knowledge, and content area of specialization as required by Florida law. Other outcomes regarding employment, teaching area, and performance are discussed in the following section.

**Exhibit 10
Completers, EPI Alternative Certification Program
by Race and Gender, 2005-06**

EPI Completers, 2005-06	Total	White	Black	Hispanic	Other	Unknown	Female	Male	Unknown
Brevard	0		0	0	0	0	0	0	0
Broward	0		0	0	0	0	6	3	0
Central Florida	0		0	0	0	0	0	0	0
Chipola	0		0	0	0	0	0	0	0
Daytona Beach	0		0	0	0	0	0	0	0
Edison	0		0	0	0	0	0	0	0
Florida CC at Jacksonville	0		0	0	0	0	0	0	0
Florida Keys	0		0	0	0	0	0	0	0
Gulf Coast	0		0	0	0	0	0	0	0
Hillsborough	0		0	0	0	0	0	0	0
Indian River	9		0	0	2	0	3	6	0
Lake City	0		0	0	0	0	0	0	0
Lake-Sumter	0		0	0	0	0	0	0	0
Manatee	22		0	0	0	0	15	7	0
Miami Dade	0		0	0	0	0	0	0	0
North Florida	24		3	0	0	0	19	5	0
Okaloosa-Walton	0		0	0	0	0	0	0	0
Palm Beach	0		0	0	0	0	0	0	0
Pasco-Hernando	0		0	0	0	0	0	0	0
Pensacola	14		2	0	0	0	13	1	0
Polk	17		5	0	0	0	14	3	0
Santa Fe	0		0	0	0	0	0	0	0
Seminole	0		0	0	0	0	0	0	0
South Florida	0		0	0	0	0	0	0	0
St. Johns River	0		0	0	0	0	0	0	0
St. Petersburg	0		0	0	0	0	0	0	0
Tallahassee	0		0	0	0	0	0	0	0
Valencia	0		0	0	0	0	0	0	0
System	86	74 (86%)	10 (12%)	0 (0%)	2 (2%)	0 (0%)	64 (74%)	22 (26%)	0 (0%)

"Other" includes American Indian/Alaskan Native, Asian Pacific Islander, Resident Alien

Source: AA-1A EPI Reports, run date 10/16/06

Exhibit 11
Completers, EPI Alternative Certification Program
by Race and Gender, 2006–07

EPI Completers, 2006-07	Total	White	Black	Hispanic	Other	Unknown	Female	Male	Unknown
Brevard	26		0	1	2	0	16	10	0
Broward	9		1	0	0	0	6	3	0
Central Florida	0	23	0	0	0	0	0	0	0
Chipola	0	8	0	0	0	0	0	0	0
Daytona Beach	28	8	4	0	2	1	20	7	1
Edison	22	0	0	0	1	0	16	6	0
Florida CC at Jacksonville	45	21	12	4	3	0	35	10	0
Florida Keys	0	21	0	0	0	0	0	0	0
Gulf Coast	49	26	5	0	2	1	34	14	1
Hillsborough	14	0	0	0	3	0	10	4	0
Indian River	40	41	1	0	1	1	29	10	1
Lake City	11	11	0	0	1	0	9	2	0
Lake-Sumter	25	37	2	0	0	2	18	5	2
Manatee	48	10	3	3	1	0	33	15	0
Miami Dade	32	21	15	12	0	1	23	8	1
North Florida	29	41	2	0	0	0	15	14	0
Okaloosa-Walton	80	41	0	3	1	1	64	15	1
Palm Beach	23	27	4	1	0	2	14	7	2
Pasco-Hernando	66	75	0	6	2	0	50	16	0
Pensacola	20	16	2	0	0	0	18	2	0
Polk	21	58	3	1	2	0	14	7	0
Santa Fe	30	18	1	2	0	0	20	10	0
Seminole	7	15	1	0	0	0	6	1	0
South Florida	0	27	0	0	0	0	0	0	0
St. Johns River	20	6	2	1	0	2	14	4	2
St. Petersburg	46	6	1	3	2	3	36	7	3
Tallahassee	24	15	1	1	0	1	15	8	1
Valencia	18	37	5	1	0	1	14	3	1
System	733	590 (80%)	65 (9%)	39 (5%)	23 (3%)	16 (2%)	529 (72%)	188 (26%)	16 (2%)

“Other” includes American Indian/Alaskan Native, Asian Pacific Islander, Resident Alien

Source: AA-1A EPI Reports, run date 07/16/07

According to 2006-07 data reported to the Bureau of Teacher Recruitment, Development, and Retention, 434 students that completed EPI programs were employed at schools in 57 school districts in Florida (Exhibit 12). These figures represent respondents and do not represent all individuals who have completed the EPI alternative certification program. Specifically, these data revealed that 200 (46%) teachers were produced in the following areas:

- Middle and high school level mathematics (43), science (44), and English/language arts (41);
- Reading (15);
- Exceptional student education programs (ESE – 45);
- Foreign languages (8); and
- Technology education/industrial arts (4).³⁰

The remaining 54% of teachers from EPI alternative certification programs worked in a wide array of areas such as kindergarten or elementary education, art, or social studies. These data show that EPI alternative certification programs are helping provide a supply of teachers at all levels and discipline. These educators are also carrying out their work at a high level of professionalism and enthusiasm.

Recognitions

In Spring 2008, ten (10) teachers from EPI alternative certification programs at Miami Dade College (MDC) were nominated for the United Teachers of Dade (UTD) Rookie Teacher of the Year Award. These individuals were nominated by their respective schools as first year teachers for their demonstration of leadership qualities through volunteer activities in the school and community; outstanding performance during initial year of teaching; outstanding ability to inspire the love of learning in students of all backgrounds and abilities; and a strong commitment to creating a climate of caring and respect conducive to effective teaching and learning.³¹ One of MDC's Rookie Teacher of the Year nominees stated, "The instruction I received from my EPI courses was so beneficial during my first year. I was able to directly apply all the knowledge I gained."³² Teachers from St. Petersburg College, Lake Sumter Community College, and Indian River Community College also had students who were either nominated or selected for Rookie Teacher of the Year Award for their respective districts.

The accolades of other teachers trained through community college EPI alternative certification programs are numerous and speak to the effectiveness of these training programs. Among the awards that EPI alternative certification completers have received include: Teacher of the Year in Marion County (Central Florida Community College) and Minority Teacher of the Year, Disney Teacher of the Year, New Teacher of the Year, Lamplighter Award, appointment to policy/action committee in local district, fellowship for international study (Indian River Community College). Chipola College reported that several former students of their EPI alternative certification program have been selected as Calhoun County Teacher of the Year and Cottondale High School Teacher of the

³⁰ These have been identified by the Florida Department of Education as critical shortage areas.

³¹ www.mdc.edu/main/newsandnotes/vol6-12/students/rookieteacher.asp

³² Ibid.

Year. Participants of Chipola College’s professional development program were funded to participate in a Harry Wong workshop on Classroom Management for 2005-06, 2006-07, and 2007-08. In 2007-08, these participants were also funded to participate in a Kagan workshop on cooperative learning.

The Division of Community Colleges continues to collect additional information on awards and recognition that teachers trained through EPI alternative certification have earned in order to gain a sense of the how these educators are faring in the field. The examples above provide anecdotal evidence of the excellence EPI-trained educators bring to their classrooms. Not surprisingly, the performance of these teachers has been shown to be on a par with their colleagues from other teacher certification programs. This comparison between educators prepared through EPI alternative certification programs and other certification avenues is discussed later in this report.

Exhibit 12
2006-07 District and Number of Employed Teachers Who Completed an EPI Alternative Certification Program*

Alachua – 15	Bay – 19	Bradford – 3
Brevard – 3	Broward – 7	Calhoun – 2
Charlotte – 7	Citrus – 1	Clay – 7
Collier – 1	Columbia – 6	Dade – 17
DeSoto – 2	Duval – 24	Escambia – 10
Flagler – 3	FSU Lab – 2	Gulf – 2
Hamilton – 2	Hernando – 22	Hillsborough -13
Holmes – 2	Indian River – 5	Jackson – 2
Lafayette – 2	Lake – 10	Lee – 4
Leon – 11	Levy – 1	Madison – 5
Manatee – 13	Marion – 1	Martin – 6
Monroe – 1	Nassau – 1	Okaloosa – 35
Okeechobee – 1	Orange - 9	Palm Beach – 14
Pasco – 15	Pinellas – 18	Polk – 18
Putnam – 4	Santa Rosa – 4	Sarasota – 7
Seminole – 6	St. John – 3	St. Lucie – 16
Sumter – 4	Suwannee – 2	Taylor – 5
UF Lab – 1	Union – 1	Volusia – 8
Wakulla – 4	Walton – 9	Washington - 2
Total: 434		

Source: Bureau of Educator Recruitment, Development, and Retention.

*Note: These are the school districts that have hired EPI completers. These are not necessarily the same counties in which these students finished their programs.

Feedback: Teacher and Principal Surveys

In early 2007, beginning teachers who completed a Teacher Preparation Program (Teacher Education Program from colleges/universities, District Alternative Certification Programs and EPI alternative certification only) were surveyed about the effectiveness of their program in preparing them for work in the classroom, in accordance with section 1004.04(5), Florida Statutes and section 1012.56, Florida Statutes. While the small response from EPI alternative certification programs contributed to limitations of the

study with regards to making comparisons across groups and drawing accurate conclusions, the resulting report provides a preliminary picture of how teachers from EPI alternative certification programs are performing in the field. Detailed information about the sampling methodology and the study's limitations can be reviewed at <http://www.altcertflorida.org/pdf/Beginning%20Teachers%20in%20Florida%2001-07-08.pdf>.

Responses from the initial cohort of EPI graduates revealed that more than 70% agreed or strongly agreed that they were satisfied with their EPI program while over 50% believed that their Educator Preparation Institute trained them to enter the classroom.³³ Thirty-four (34) percent had a neutral response to this question while eleven (11) percent disagreed that the program prepared them for the classroom.³⁴

Appendix 5 shows a comparison between teacher and principal survey responses to statements regarding preparation and performance in each of the 12 Florida Educator Accomplished Practices (FEAPs). Teachers who received their training from EPI programs consistently rated their preparation higher than teachers from Initial Teacher Preparation programs and from District Alternative Certification programs in the following areas:

- Assessment
- Critical Thinking
- Ethics
- Knowledge of Subject Area
- Planning and Instruction
- Technology
- Preparing Students for FCAT and Other Standardized Exams
- Communication
- Diversity
- Human Development
- Learning Environments
- Professional Role of the Teacher
- Teaching Reading

Effectiveness

Ninety-five percent of teachers who completed EPI programs rated their preparation for Continuous Improvement as effective. This was the only area in which teachers from both EPI programs and District Alternative Certification programs rated their preparation equally high. In all other cases, teachers from Initial Preparation Programs and District Alternative Certification programs rated their preparation lower than teachers from EPI programs. This may be an indication that teachers from EPI programs feel sufficiently prepared for teaching by the time they enter the classroom.

Further, principal preparation ratings of teachers from EPI programs were comparable to ratings of teachers from Initial Teacher Preparation and District Alternative Certification programs in all of the areas. Additionally, 95% of principals rated teacher training from EPI programs in the area of Learning Environments as effective (compared to 89% for District Alternative Programs and 88% for Initial Teacher Preparation Programs).

³³ "Beginning Teachers from Florida Teacher Preparation Programs: A report on state approved teacher preparation programs with results of surveys of program completers." Sande Milton, Pamela Flood, Melinda Dukes, Fely Curva, and Ryan Wilke, Department of Educational Leadership and Policy Studies, College of Education, Florida State University and the Florida Center for Interactive Media, February 2008.

³⁴ Ibid.

Principal FEAP ratings were strong predictors of the principals' evaluation of a teacher's "re-hirability" for the following academic year.³⁵ Based on a logistic regression model, teachers who scored below 70% effectiveness in the FEAPs by principals were 17 times more likely not to be rehired than teachers who scored over 70% on their effectiveness ratings.³⁶ By and large, these results suggest that teachers from EPI alternative certification programs are adequately prepared according to FEAP standards and principal reviews.

CONCLUSIONS

Producing highly qualified teachers and improving education are issues that Florida is continually addressing. Educator Preparation Institutes provide a new and resourceful way for the state to vigorously recruit and train teachers, substitute teachers, and paraprofessionals. Based on the data presented in this review, it appears that EPIs have succeeded in attracting individuals who are interested in becoming teachers and who have already obtained at least a baccalaureate degree. Further, other data in this report illustrate that students who complete EPI programs enter classrooms in Florida teaching a variety of levels and disciplines, including those critical need areas such as math, science, and reading. Teachers who are prepared through EPI programs evaluated their preparatory experiences as effective, which may also speak to the efficacy of EPI programs still in their infancy. This coupled with the principals' ratings of the performance of teachers from EPI programs show that the large majority of these teachers are performing just as well as their Initial Teacher Preparation and District Alternative Certification program counterparts.

RECOMMENDATIONS

1. Current policies of community college EPI programs should be reviewed to ensure that participants are receiving the training and assistance required related to FTCE test dates, financial aid, field experience hours, course substitutions, and advanced educational opportunities. Ongoing training for EPI staff on a more frequent cycle would assist programs to continue to provide high-quality technical assistance.
2. A cohort of teachers from EPI programs should be tracked each year they teach and are retained as teachers; teachers who leave should also be surveyed for their reasons for leaving the profession. Responses from these groups could be compared to similar groups from other teacher training programs.
3. Data from EPI areas other than the alternative certification program (i.e., professional development for teachers, instruction for substitute teachers, and instruction for paraprofessionals) should be reviewed to determine the feasibility of collecting data so that the performance and practicality of these programs can be continually assessed for programmatic modifications, if necessary.

³⁵ Ibid.

³⁶ Ibid.

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APPENDIX 1 STRATEGIC IMPERATIVES³⁷

FLORIDA STATE BOARD OF EDUCATION K-20 Education Strategic Plan (As Refined by the SBE in May 2006)

Strategic Imperative	21 Strategic Plan Performance Measures (25 with Development Measures)	Strategic Plan measures are: high priority; broad in scope and depth; available base and trend data; actionable; target reachable with state action; available benchmark data. Development measures are: new or important indicator; incomplete; establishing base and/or trend data to determine appropriate Tier classification; actionable; researching appropriate benchmark and targets. Development measures may soon become SP measures depending on data trends and targets. Monitoring measures (not shown) may be added to the Strategic Plan if targets are not consistently met.
1 Teachers	<p><i>New Hires:</i> Increase the number of teachers to meet instructional demands. (1.1.a.)</p> <p><i>Teacher Retention:</i> Increase the retention of teachers in Florida. (1.2.a.)</p> <p><i>Differentiated Pay:</i> Annually increase the total bonus earned by teachers based on student achievement. (1.3.a.)</p> <p><i>“Highly-Qualified” Teachers:</i> Increase the percent of core courses taught by teachers who meet NCLB highly-qualified criteria. (1.1.b.)</p> <p><i>High-Performing Teachers:</i> Increase the number of high-performing teachers in Florida. (1.3.b.)</p>	
2 Standards	<p><i>Sunshine State Standards:</i> Revise Sunshine State Standards on an established cycle. (2.1.a.)</p> <p><i>Science FCAT:</i> Include Science FCAT scores as a component of school grades. (2.1.b.)</p> <p><i>Middle and High School Standards:</i> Improve student retention and progression rates through middle and high school. (2.2.a.)</p>	
3 Students	<p><i>Student Proficiency:</i> Improve the proficiency of grade 3-10 students in reading, math and writing. (3.1.a.)</p> <p><i>Closing the Gap:</i> Increase the progress of subgroups toward meeting proficiency at a rate faster than the overall state average. (3.1.b.)</p> <p><i>High School Graduation:</i> Increase the percent of high school graduates. (3.2.a.)</p> <p><i>College Path Success:</i> Increase the proportion of students in a cohort who have completed an Associate degree or have transferred to another institution in a program leading to a degree, tracked from the point at which they had completed one term of college-level work, reported at annual intervals out to six years. (3.2.c.)</p> <p><i>Credential Attainment:</i> Improve credential attainment in adult and career education programs: (1) Adult General Education Programs (GED and Adult High School); and (2) Career-Technical Certificate Programs. (3.2.d.)</p> <p><i>Blind Services Customers:</i> Improve the success rates of Blind Services Customers. (3.5.a.)</p> <p><i>Vocational Rehabilitation Customers:</i> Improve the number of Vocational Rehabilitation customers who achieve successful employment outcomes after developing a plan for employment. (3.5.b.)</p> <p><i>VPK Participation:</i> Increase the VPK participation rates. (3.4.a.)</p> <p><i>Kindergarten Readiness:</i> Increase the number and percent of children who are “ready for kindergarten” upon completion of VPK. (3.4.b.)</p>	
4 Leaders	<p><i>K-12 School Leadership:</i> Increase the number of school administrator Leadership Training Opportunities. (4.1.a.)</p>	
5 Choice	<p><i>Quality Choice Options:</i> Increase participation in choice options available to students through federal, state and district choice programs: (1) Students Using Options by Program; and (2) Students Using Options by District. (5.1.a.)</p> <p><i>High Performing Charter Schools:</i> Increase the number and percentage of high performing charter schools and the students attending them: (1) “A” or “B” Charter School Institutions; and (2) Students in “A” or “B” Charter Schools. (5.2.a.)</p>	
6 Workforce	<p><i>Workforce Education Program Placements:</i> Increase the percent of placements from High Skill/High Wage and Targeted Occupations List programs. (6.1.a.)</p>	
7 ROI	<p><i>ROI Action Plan:</i> Increase the ratio of student achievement relative to financial resources. (7.2.a.)</p> <p><i>Disaster Preparedness:</i> Ensure all school districts, public schools, workforce centers, community colleges, and DOE have emergency operations plans compliant with National Incident Management System (NIMS). (7.3.a.)</p> <p><i>Postsecondary ROI Plans:</i> Develop and present to the State Board a plan for collecting and reporting postsecondary ROI data, including baseline data for workforce, community colleges and state universities. (7.2.b.)</p>	
8 Access	<p><i>Postsecondary Continuation Rate:</i> Increase postsecondary continuation rate of high school standard graduates (within 1 year following high school graduation). (8.1.a.)</p> <p><i>Student Transitions in Adult General and Career Education:</i> Increase the percentage of Adult General Education and Career Education students who transition to high level educational programs and/or who improve their economic self-sufficiency as measured by employment. (8.1.b.)</p>	

³⁷ Florida Department of Education, http://www.fldoe.org/Strategic_Plan/StratImp.asp

APPENDIX 2 EDUCATOR PREPARATION INSTITUTE MODULES³⁸

Module 1: The Instructional Process

This module prepares the participant to set up a classroom, establish classroom policies and procedures, create objective-based lesson plans, utilize various styles on presentations, employ varied teaching strategies, develop and administer various forms of assessment, integrate Sunshine State Standards into lesson development, establish and maintain cooperative relations with parents, and research professional literature to seek best practices and to hone the craft of effective instruction. A major focus of this module is the ethical and legal obligations of the teaching profession. Participants will develop a developmental assessment and professional portfolio demonstrating mastery of competencies (160 hours).

Segment A: Classroom Management (40 hours)

1. Record keeping
2. Classroom management
3. School safety
4. Sunshine State Standards
5. Creating content area objective-based lesson plans
6. Conducting parent conferences
7. Assessment techniques
8. Implications of FCAT and other standardized tests
9. Professional Ethics
10. School law and the teacher

Segment B: Instructional Strategies (40 hours)

1. Learning styles
2. Fundamentals of reading
3. Development of reading skill
4. Cooperative learning
5. Group learning
6. Contextual learning
7. Project-based learning
8. Behavioral management
9. Accommodations for exceptional students

Segment C: Technology (40 hours)

1. Computer-based record keeping
2. Multimedia presentations
3. Content area instructional strategies
4. Internet resources
5. Web quests

³⁸ Educator Preparation Institute Program Coordinator's Manual

6. Webpage development
7. Computer aided instruction
8. Integration of technology and the learning process
9. Copyright and fair use guidelines

Segment D: The Teaching and Learning Process (40 hours)

1. Stages theories of development
2. Learning theories
3. Motivation and persistence
4. Intelligence
5. Exceptionalities
6. Standardized testing
7. Critical thinking
8. Multiple intelligences
9. Second language acquisition

Module 2: Reading Fundamentals (45 hours)

This module provides substantive knowledge structure and function and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Further, it provides knowledge of the integration of the reading components. Instruction in this module is grounded in scientifically-based reading research as a mechanism to inform instructional practice. There are three options for offering the Reading Module. It may be offered as Language Essentials for Teachers of Reading and Spelling (LETRS) Training which requires either a trained LETRS instructor, as a modified LETRS training as outlined above, or through FOR-PD, an online course offered through Just Read Florida. Each EPI may choose to offer one, two, or three of the options.

Segment A: Foundations of Language and Cognition

1. Evidence about learning to read
2. Introduction to phonemes, morphemes, inflections and derivations
3. Strategies for teaching basic decoding
4. Building vocabulary
5. Techniques for building fluency
6. Vocabulary and reading comprehension
7. The Reading and writing connection
8. Reading in content areas

Segment B: Field Experience (15 hours)

Participants will complete field experience in public or private schools. These field experiences will provide the opportunity to gain insight into the instructional process. Those participants who are teaching will be required to complete field experience in the schools where they are assigned.

Module 3: The Teaching Profession (40 hours)

This module provides the foundation for becoming a productive member of the teaching profession. The participants will gain understanding of the organization and administration of the public school, the laws governing teachers, the Code of Ethics, and the purpose of schools. This module develops a professional perspective and creates a sense of grounding in the profession of teaching.

Segment A: Professional Foundations

1. History
2. Philosophy
3. School governance
4. School finance
5. School law
6. Ethics and excellence
7. Purpose of schools
8. Continuing professional development

Segment B: Field Experience (15 hours)

Module 4: Diversity in the Classroom

This module provides the participant with an understanding of the variety of backgrounds that may be found in a typical classroom. Field experiences give a broader view of the social aspects of diversity and cause the participant to reevaluate personal beliefs and prejudices that may adversely affect the learning process.

Segment A: Diversity

1. Social class
2. Religious
3. Language
4. Gender differences
5. Culture and ethnicity
6. Physical differences
7. Prejudice
8. Multicultural teaching

Segment B: Field Experience (15 hours)

Participants will complete a series of experiences designed to give prospective teachers a perspective on the varied background of students in public, charter, or accredited private schools.

**APPENDIX 3
FLORIDA TEACHERS CERTIFICATION EXAM (FTCE) PASS RATES FOR COMMUNITY COLLEGE EPI PROGRAMS – 2006-07
ENROLLED IN EPI PROGRAM**

Institution	Student Count	All 3 FTCE Tests			PRO Test			GK Test			SAE Test		
		Total Taking	Total Passing	Percent Passing	Total Taking	Total Passing	Percent Passing	Total Taking	Total Passing	Percent Passing	Total Taking	Total Passing	Percent Passing
Brevard	152	49	42	85.71%	64	59	92.19%	89	88	98.88%	127	117	92.13%
Broward	122	34	27	79.41%	49	40	81.63%	52	51	98.08%	74	63	85.14%
Central Florida	92	55	51	92.73%	72	67	93.06%	71	71	100.00%	77	69	89.61%
Chipola	15	*	*	*	*	*	*	*	*	*	11	*	*
Daytona Beach	150	85	74	87.06%	115	106	92.17%	102	102	100.00%	126	114	90.48%
Edison	249	142	132	92.96%	184	173	94.02%	172	168	97.67%	210	188	89.52%
FL CC At Jacksonville	264	104	90	86.54%	153	138	90.20%	134	129	96.27%	210	172	81.90%
Gulf Coast	158	53	49	92.45%	83	78	93.98%	61	61	100.00%	111	102	91.89%
Hillsborough	156	74	69	93.24%	91	81	89.01%	97	96	98.97%	108	100	92.59%
Indian River	297	123	115	93.50%	155	149	96.13%	181	181	100.00%	243	220	90.53%
Lake City	61	27	23	85.19%	39	36	92.31%	36	36	100.00%	45	40	88.89%
Lake-Sumter	87	57	56	98.25%	70	68	97.14%	65	65	100.00%	77	72	93.51%
Manatee	113	78	68	87.18%	99	89	89.90%	82	80	97.56%	97	90	92.78%
Miami Dade	108	59	48	81.36%	76	66	86.84%	80	78	97.50%	85	75	88.24%
North Florida	59	25	24	96.00%	46	41	89.13%	31	30	96.77%	46	42	91.30%
Okaloosa-Walton	197	100	95	95.00%	123	117	95.12%	134	130	97.01%	167	158	94.61%
Palm Beach	196	80	72	90.00%	96	88	91.67%	120	115	95.83%	151	144	95.36%
Pasco-Hernando	128	54	45	83.33%	79	73	92.41%	66	66	100.00%	99	86	86.87%
Pensacola	136	52	47	90.38%	83	73	87.95%	64	63	98.44%	88	76	86.36%
Polk	186	66	62	93.94%	100	92	92.00%	98	98	100.00%	148	140	94.59%
Saint Johns River	99	34	29	85.29%	58	51	87.93%	45	45	100.00%	71	60	84.51%
Seminole	76	25	22	88.00%	42	37	88.10%	44	43	97.73%	61	52	85.25%
South Florida	35	10	*	*	16	9	56.25%	20	19	95.00%	19	14	73.68%
St. Petersburg	116	82	79	96.34%	105	104	99.05%	91	90	98.90%	108	103	95.37%
Tallahassee	61	29	29	100.00%	42	41	97.62%	41	41	100.00%	53	47	88.68%
Valencia	97	41	35	85.37%	55	50	90.91%	56	53	94.64%	74	66	89.19%
Totals	3,400	1,535	1,387	90.36%	2,092	1,923	91.92%	2,030	1,997	98.37%	2,678	2,411	90.03%

Source: Florida DOE, PK-20 Data Warehouse. *To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. This presentation of data is shown with an asterisk (*). Cells that are blank indicate that there were zero students in a group. **FTCE exam information as of 11/28/07; ***Data not available for Santa Fe Community College and Florida Keys Community college

**APPENDIX 4
FLORIDA TEACHERS CERTIFICATION EXAMS (FTCE) PASS RATES FOR COMMUNITY COLLEGE EPI PROGRAMS –
2006-07 EPI COMPLETERS*****

Institution	Student Count	All 3 FTCE Tests			PRO Test			GK Test			SAE Test		
		Total Taking	Total Passing	Percent Passing	Total Taking	Total Passing	Percent Passing	Total Taking	Total Passing	Percent Passing	Total Taking	Total Passing	Percent Passing
Brevard	26	21	21	100.00%	26	26	100.00%	21	21	100.00%	26	26	100.00%
Broward	*	*	*	*	*	*	*	*	*	*	*	*	*
Central Florida	28	17	17	100.00%	26	26	100.00%	17	17	100.00%	25	23	92.00%
Chipola	22	17	16	94.12%	20	20	100.00%	18	18	100.00%	22	19	86.36%
Daytona Beach	45	34	34	100.00%	44	44	100.00%	34	34	100.00%	44	43	97.73%
Edison	49	30	30	100.00%	46	46	100.00%	30	30	100.00%	46	46	100.00%
FL CC At Jacksonville	14	12	12	100.00%	14	14	100.00%	12	12	100.00%	14	14	100.00%
Gulf Coast	40	31	31	100.00%	40	40	100.00%	31	31	100.00%	40	40	100.00%
Hillsborough	11	*	*	*	*	*	*	*	*	*	*	*	*
Indian River	25	20	20	100.00%	25	25	100.00%	21	21	100.00%	24	24	100.00%
Lake City	48	36	33	91.67%	47	45	95.74%	37	37	100.00%	45	43	95.56%
Lake Sumter	32	24	23	95.83%	31	31	100.00%	25	25	100.00%	30	29	96.67%
Manatee	29	21	20	95.24%	27	26	96.30%	22	22	100.00%	27	27	100.00%
Miami Dade	64	55	55	100.00%	64	64	100.00%	55	55	100.00%	64	64	100.00%
North Florida	23	15	15	100.00%	20	19	95.00%	16	15	93.75%	22	20	90.91%
Okaloosa-Walton	66	44	43	97.73%	65	65	100.00%	44	44	100.00%	62	59	95.16%
Palm Beach	20	14	14	100.00%	19	19	100.00%	14	14	100.00%	19	19	100.00%
Pasco-Hernando	20	16	16	100.00%	20	20	100.00%	16	16	100.00%	20	20	100.00%
Pensacola	20	14	11	78.57%	20	20	100.00%	15	15	100.00%	19	16	84.21%
Polk	30	22	22	100.00%	28	28	100.00%	22	22	100.00%	28	28	100.00%
Saint Johns River	*	*	*	*	*	*	*	*	*	*	*	*	*
Seminole	46	31	31	100.00%	46	46	100.00%	31	31	100.00%	46	46	100.00%
South Florida	24	16	16	100.00%	23	23	100.00%	16	16	100.00%	23	23	100.00%
St. Petersburg	18	*	*	*	18	18	100.00%	*	*	*	18	18	100.00%
Tallahassee	715	515	504	97.86%	692	687	99.28%	522	521	99.81%	686	669	97.52%
Valencia	18	*	*	*	18	18	100.00%	*	*	*	18	18	100.00%
Totals	715	515	504	97.86%	692	687	99.28%	522	521	99.81%	686	669	97.52%

Source: Florida DOE, PK-20 Data Warehouse. *To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. This presentation of data is shown with an asterisk (*). Cells that are blank indicate that there were zero students in a group.

FTCE exam information as of 11/28/07; *Data not available for Santa Fe Community College and Florida Keys Community college

APPENDIX 5³⁹
COMPARISON OF TEACHER AND PRINCIPAL ASSESSMENTS
OF TEACHER PREPARATION OF FEAPS

Figure 36a. Overall, 92% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of ASSESSMENT.

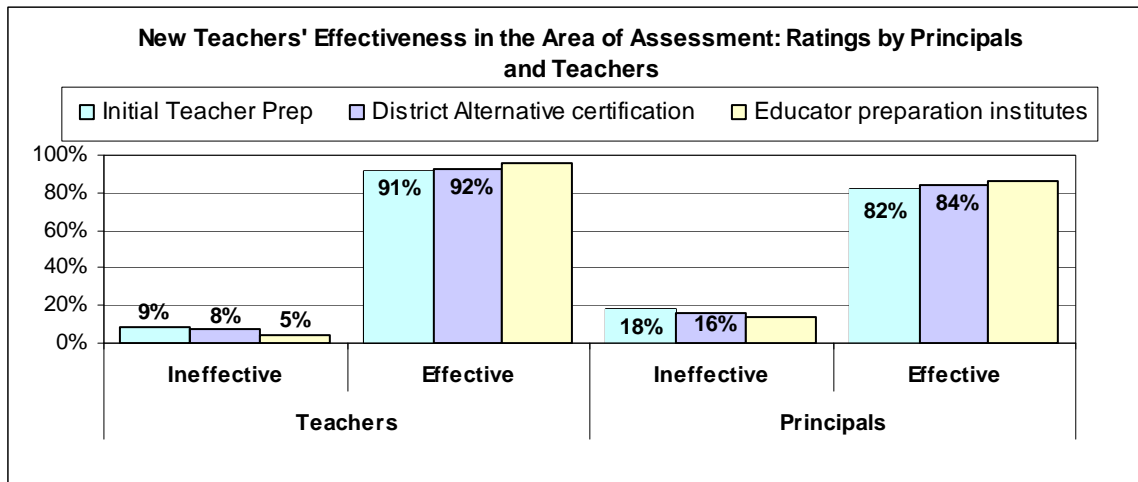
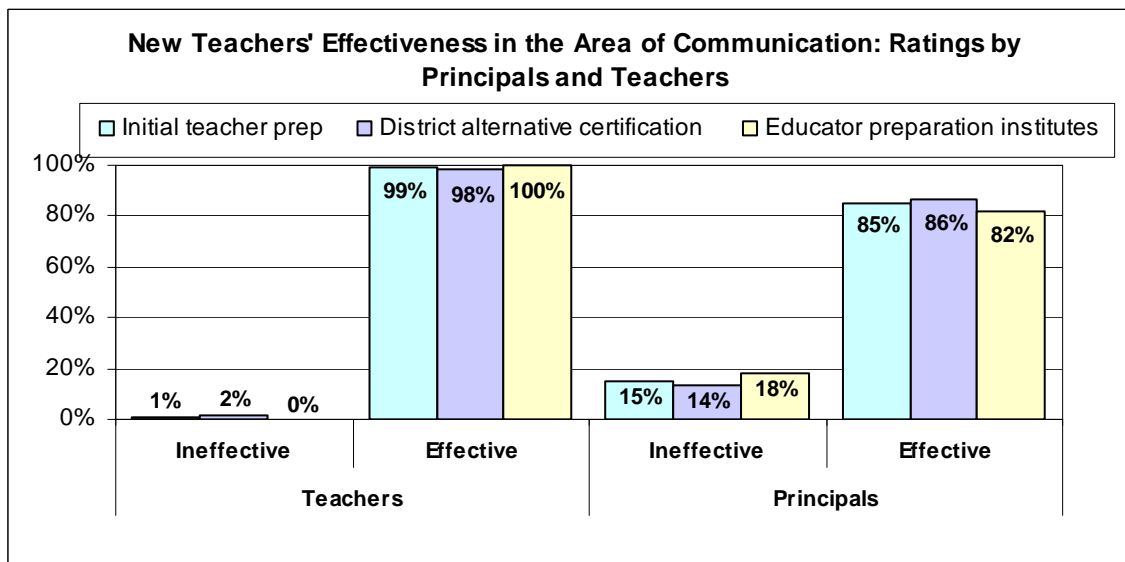


Figure 36b. Overall, 99% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of COMMUNICATION.



³⁹ Tables 36 (a-l), 37 and 38 reproduced with permission from Sande Milton, Ph.D., "Beginning Teachers from Florida Teacher Preparation Programs", February 2008.

Figure 36c. Overall, 91% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of CONTINUOUS IMPROVEMENT.

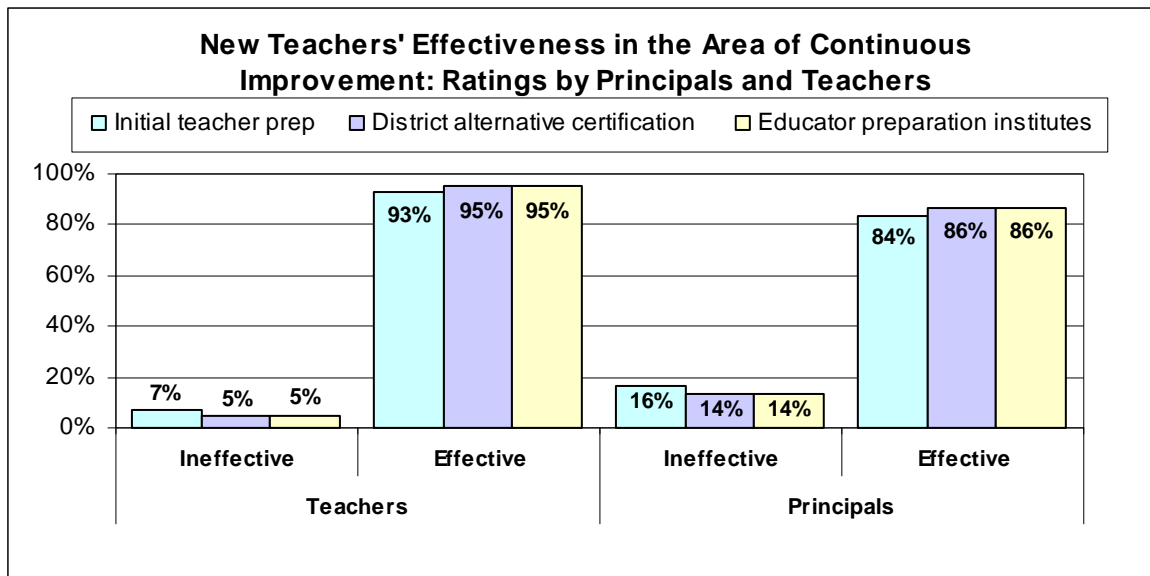


Figure 36d. Overall, 96% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of CRITICAL THINKING.

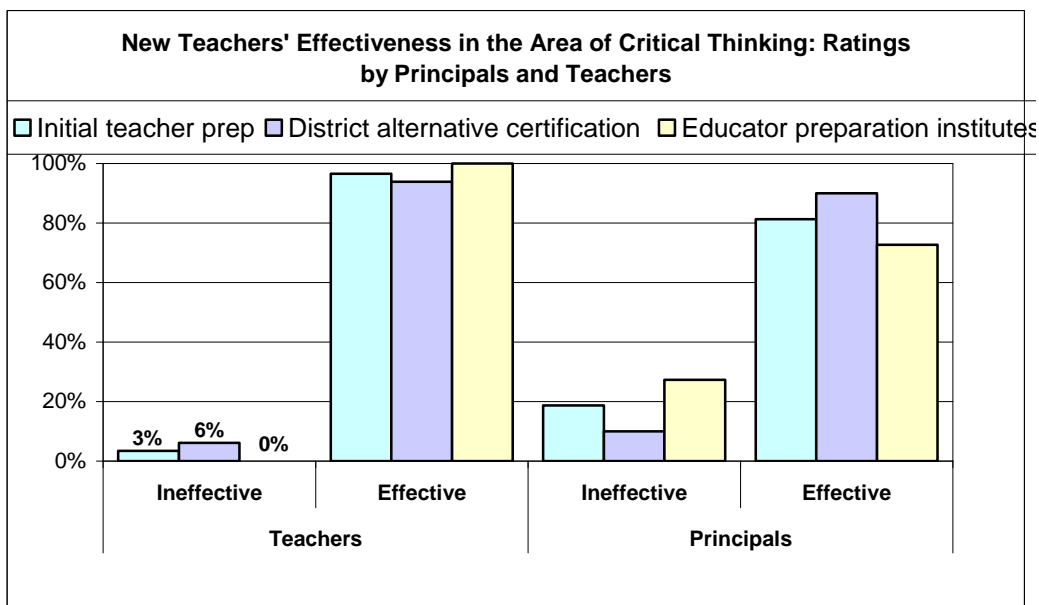


Figure 36e. Overall, 97% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of DIVERSITY.

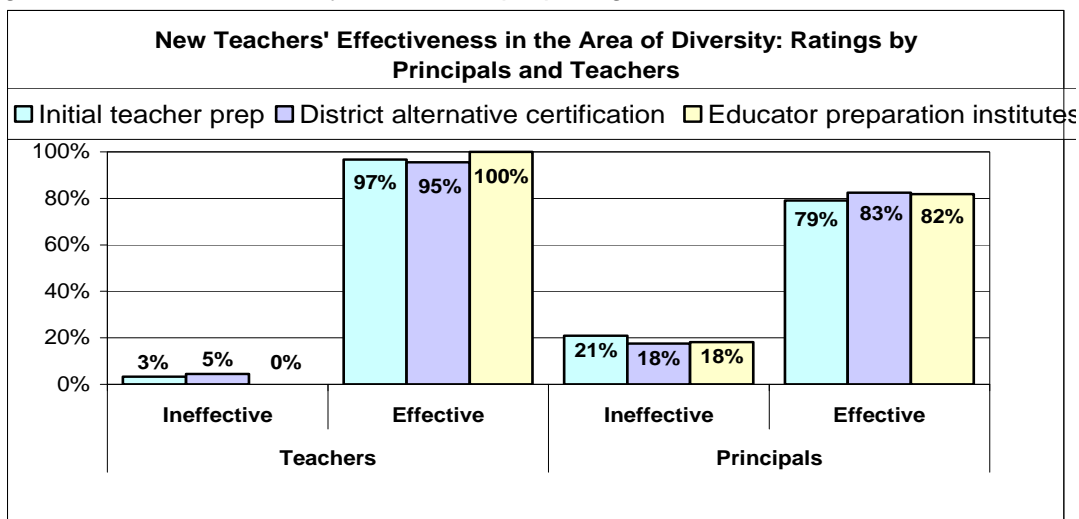


Figure 36f. Overall, 99% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the areas of ETHICS.

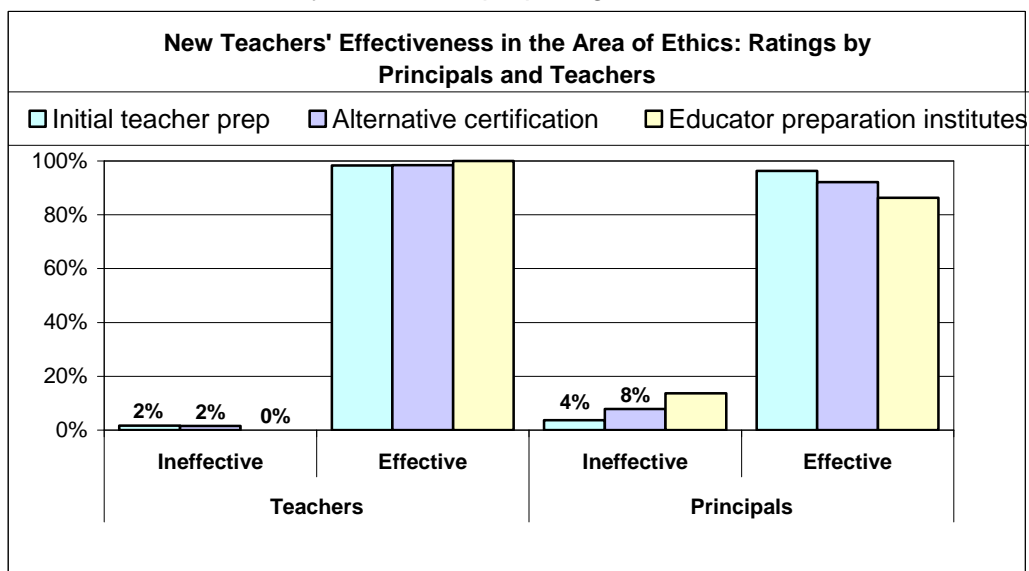


Figure 36g. Overall, 97% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of HUMAN DEVELOPMENT.

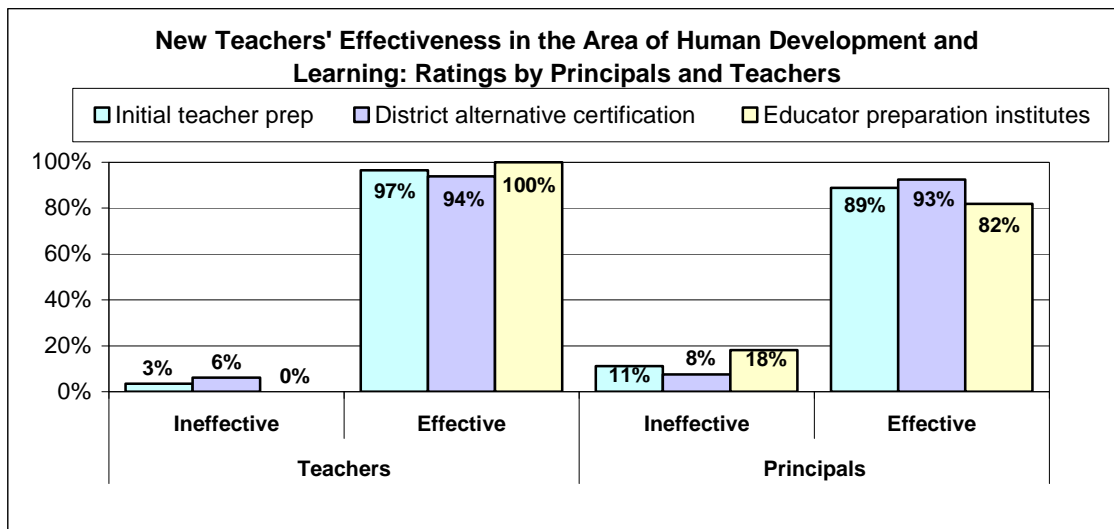


Figure 36h. Overall, 98% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the KNOWLEDGE OF SUBJECT AREA.

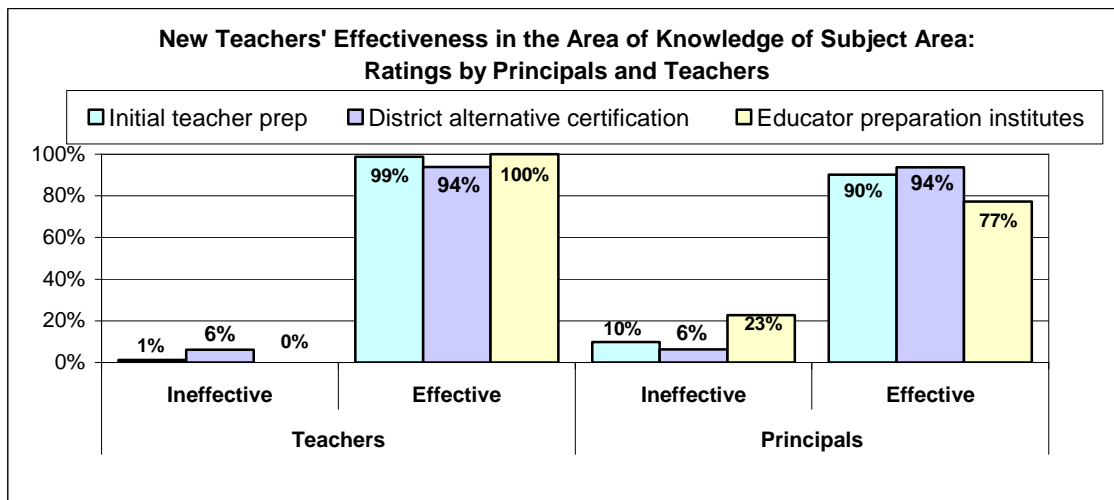


Figure 36i. Overall, 97% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of LEARNING ENVIRONMENTS.

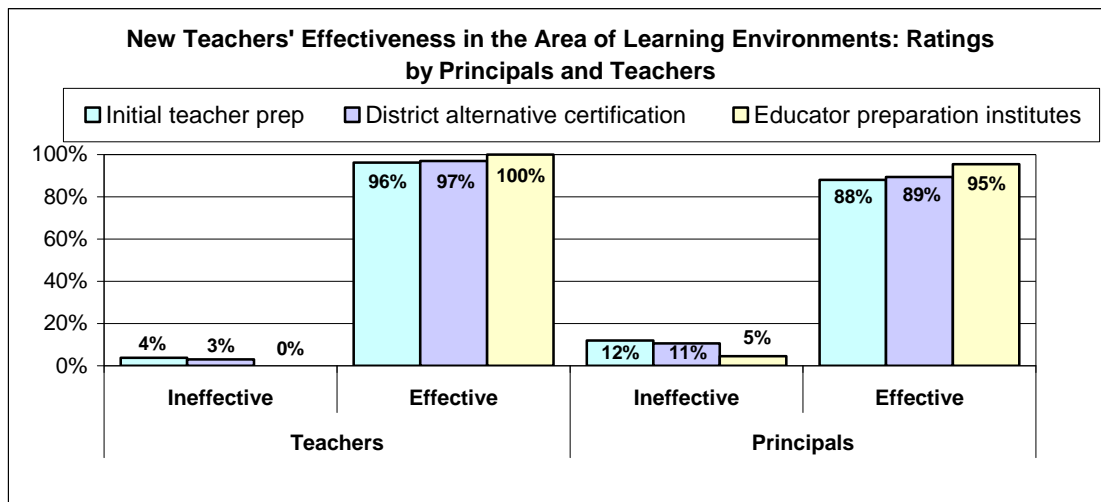


Figure 36j. Overall, 97% of teacher preparation respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of PLANNING AND INSTRUCTION.

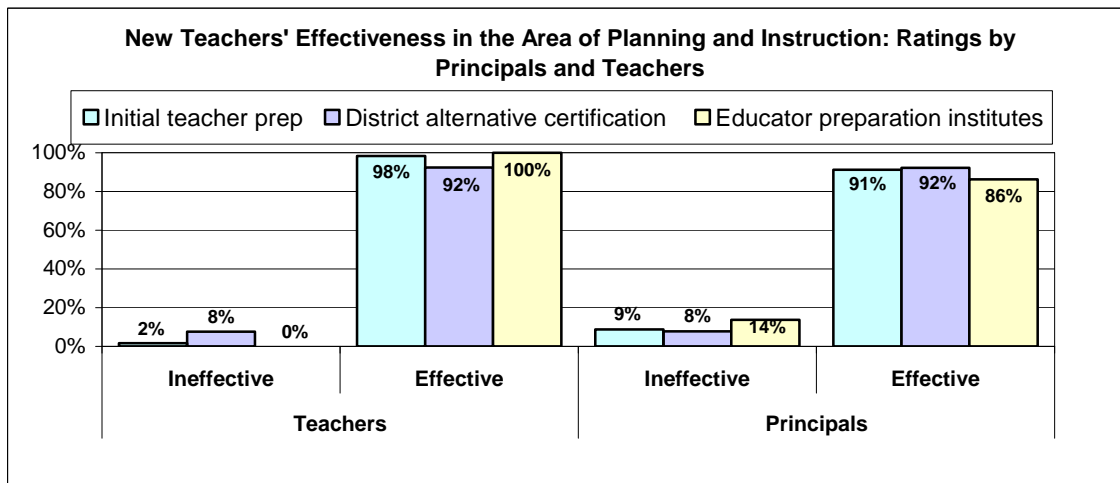


Figure 36k. Overall, 96% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of the PROFESSIONAL ROLE OF THE TEACHER.

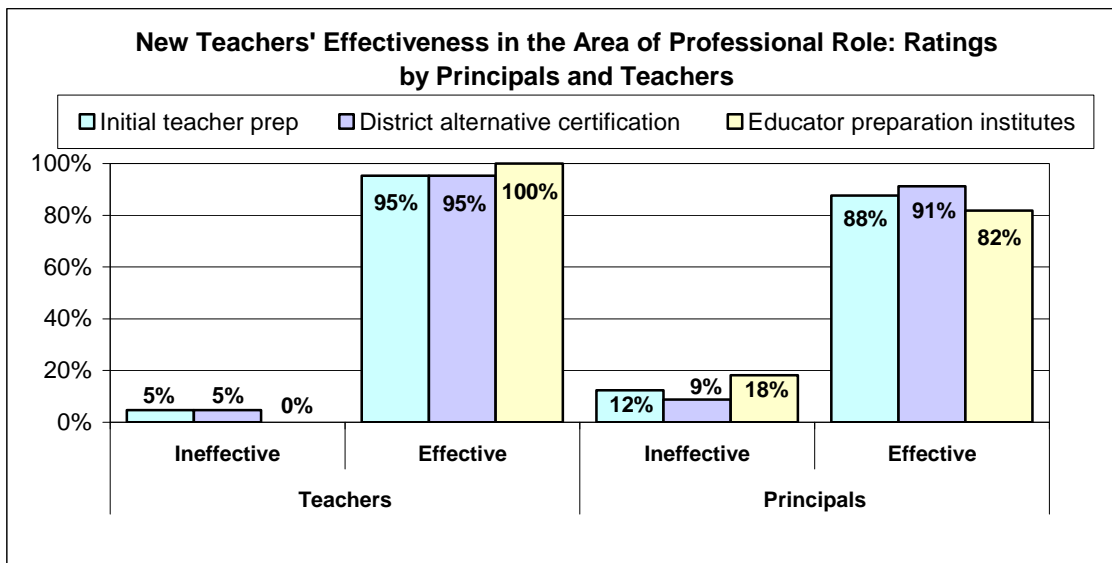


Figure 36l. Overall, 94% of teacher respondents felt that their teacher preparation programs were effective or very effective in preparing them in the area of TECHNOLOGY.

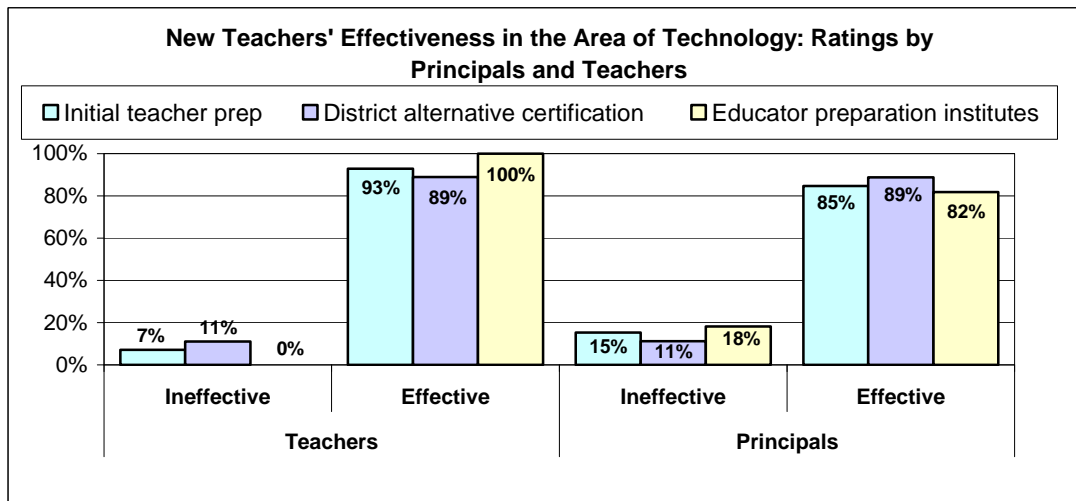


Figure 37. Overall, 95% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of TEACHING READING.

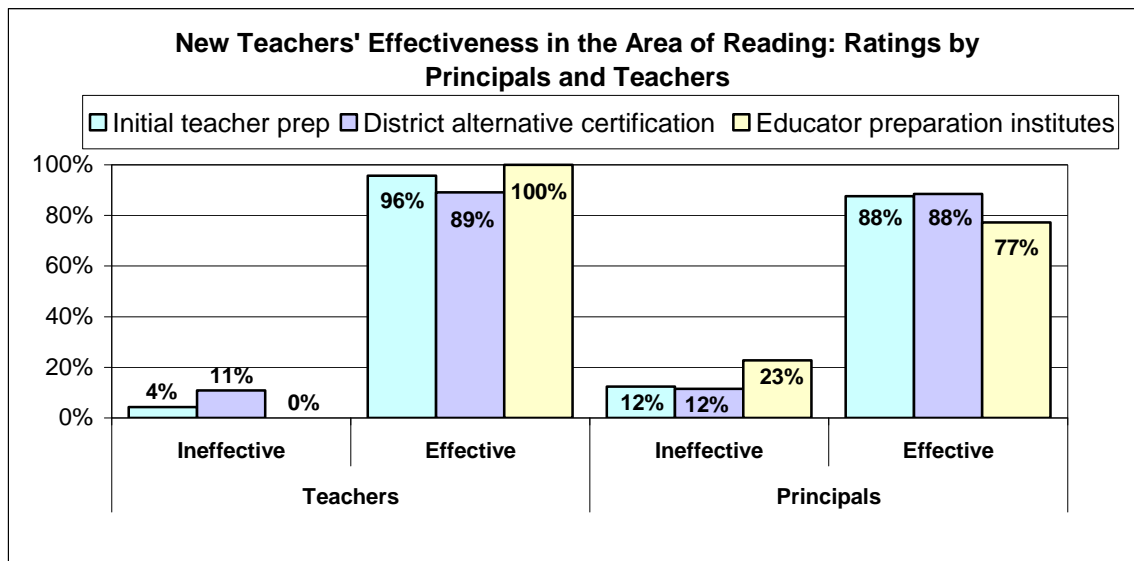
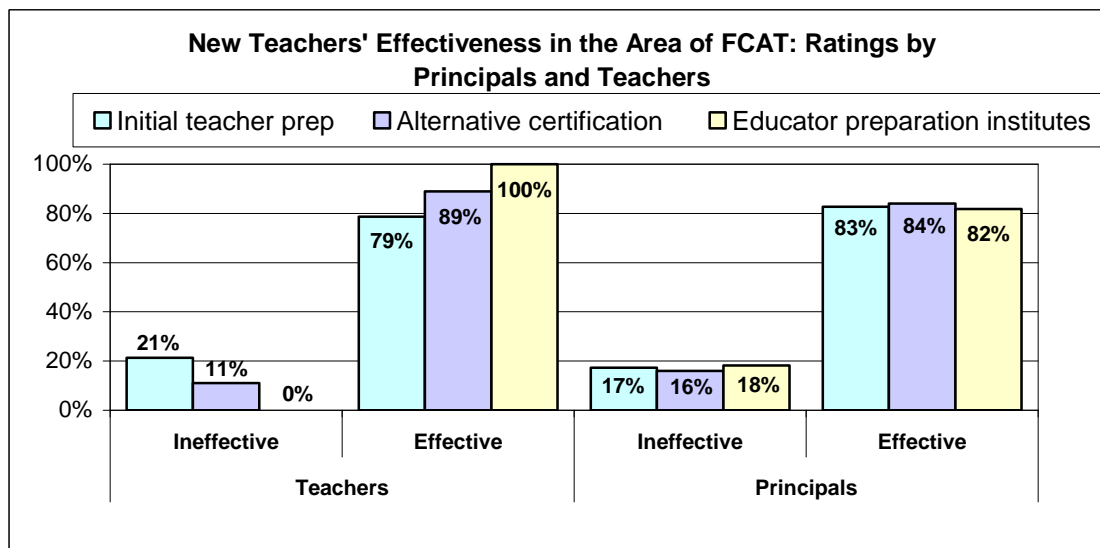


Figure 38. Overall, 89% of teacher respondents felt that their teacher preparation program was effective in preparing them in the area of PREPARING STUDENTS FOR FCAT AND OTHER STANDARDIZED TESTS.



APPENDIX 6 EPI INTERVIEW QUESTIONS

Participating Institutions and Characteristics:

Brevard Community College (small, Urban)
Broward Community College (large, Urban)
Central Florida Community College (medium, Rural)
Florida Community College - Jacksonville (large, Urban)
Hillsborough Community College (medium, Urban)
Indian River Community College (large, Rural)
Lake-Sumter Community College (small, Rural)
Okaloosa Walton College (small, Rural)
South Florida Community College (medium, Rural)
St. Petersburg College (large, Urban)

1. Describe the alternative certification program at your EPI. Include the reporting structure of EPI staff at the college, and a description of elements of the program design or implementation that you think are unique or extraordinary.
2. What barriers have you encountered in developing, implementing or delivering the EPI alternative certification program?
3. What factors enhanced the success of your EPI alternative?
4. What are your EPI alternative certification program's highest achievements?
 - a. What state policy changes would help improve competency based teacher preparation at EPIs?
 - b. What state (Division) support services would help improve the alternative certification programs at EPIs?
5. How do you define success (a completer) in an EPI alternative certification program?