

# Teachers from Florida Teacher Preparation Programs

A Report on State Approved Teacher Preparation Programs  
with Results of Surveys of 2008-2009 Program Completers

A Report Prepared by

The Florida Center for Interactive Media  
The Department of Educational Leadership & Policy Studies  
College of Education  
Florida State University

Sande Milton, Ph.D.  
Fely Curva, Ph.D.  
Amelia L. Milton

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## EXECUTIVE SUMMARY

This report is designed to provide information related to the effectiveness of teacher preparation programs in Florida by focusing on the early professional experiences of teachers who completed three types of programs: Initial Teacher Preparation programs (ITPs), District Alternative Certification Programs (DACPs), and Educator Preparation Institutes (EPIs).

Program completers were surveyed via the web and asked about their backgrounds, their teacher preparation programs, and the professional support they received in their schools. Principals were surveyed regarding the competence and performance of these teachers based on the Florida Educator Accomplished Practices (FEAPs), and their readiness for the teaching profession.

The report is an analysis of the responses from 1,198 teachers and 371 principals. We also use comparable data from six previous years to examine trends over time and between program types. The analysis includes elements that are common to all ITP, DACP and EPI teachers alike – their backgrounds, current job placement, and workplace experiences. In addition, teachers were asked about the effectiveness of their respective programs. We also present an analysis of teachers' recommendations for program improvement in their own words.

Acknowledging that teachers do not become thoroughly professionalized as a result of their initial training, we include a detailed study of workplace support structures in place for new teachers such as teacher induction programs, peer mentors, administrators, other teachers, and other school climate factors. We also investigate whether the quality of school climate is associated with various outcomes, including teachers' sense of professional efficacy and their plans to stay in the profession.

An analysis of the factors teachers consider important when searching for their first job is also conducted. Understanding employment preferences will better help policymakers find ways to hire teachers in hard-to-staff or inner-city schools, by adapting assignments to take advantage of the likes and dislikes of teachers. A related section discusses the outreach and recruitment efforts of DACPs and EPIs.

We end the report with findings and recommendations for program maintenance and improvement. In the Appendices, we include additional information about pathways to certification, the definitions of the Florida Educator Accomplished Practices, and copies of the web-based survey instruments.

The following is a summary of the most important findings, conclusions, and recommendation from the report.

### Findings and Conclusions

#### *1. Continuous data-based improvement*

The Florida Department of Education (FDOE) currently provides findings from this evaluation report and additional data analyses to individual teacher preparation programs. ITPs, DACPs and EPIs will be able to use these findings, to the extent possible, to identify strengths and

weaknesses in different components of their programs. Recommendations had been made in prior reports to this effect, and the FDOE has responded accordingly.

2. *Expansion of the Teaching Labor Pool*

The demographic profile of the population of 2008-09 program completers who were teaching in the schools in 2009-2010 confirms that the state's efforts to expand the teaching labor pool have succeeded in many ways:

There were higher percentages of male teachers among DACP (29.0 %) and EPI completers (25.7%) than in ITP programs (13.2%) among 2008-09 completers. The differences in gender representation have remained stable over time. In addition, alternative programs attracted older teachers than ITP programs. Two thirds of the recent DACP and more than 75 percent of EPI completers teaching in Florida public schools are over 30 years old, compared to only 34.6 percent of ITP completers.

3. *Critical Shortage Areas*

The teaching assignments of program completers show that Florida continues to succeed in addressing critical shortage areas through alternative preparation programs. The largest teacher shortages in Florida and nationally are in middle and high schools. Teaching assignments of ITP completers differed substantially from DACP and EPI completers. Around two thirds of DACP (71.3%) and EPI (63.8%) completers were teaching at the secondary level (grades 6-12). These rates are significantly higher than ITP completers, among whom 30.8 percent were assigned to secondary schools.

4. *Florida Educator Accomplished Practices (FEAPs)*

The FEAPs are the common set of competencies in all of Florida's teacher preparation programs. Overall, the results indicate that the FEAPs serve as a common language and set of expectations for inservice teachers in addition to their role as competency criteria. Survey results show that a new teacher's competency in the FEAPs mirrors his or her principal's expectations for performance and serves as a good predictor of whether that individual will meet criteria for re-employment.

5. *Teacher Level of Preparedness*

Teachers and principals who responded to the survey all reported high levels of satisfaction with the level of preparedness of teachers from all program types, responding with favorable ratings on both teachers' competency levels and eligibility for rehire.

## 6. Peer Mentoring and Induction Support

Most teachers placed a high value on structured support programs and on peer mentoring as contributing to their professional development. Around three out of four teachers participated in a formal induction program, with most rating their programs as overall “effective” or “very effective.” Over 80 percent of ITP, 86 percent of DACP, and 85 percent of EPI respondents had been assigned a peer mentor in their first year of teaching. Over 80 percent reported that their peer mentor was at least “somewhat important” to “very important” in their professional development.

## 7. Teacher Recruitment and Retention

Although most teachers in the sample said that geographic location of the school was the most important factor in seeking their first job, the next most cited factors are under the control of school policy and leadership: their teaching assignment and school (or district) leadership. (Teaching assignment was a much lower priority for teachers in previous years.) Teachers placed a high priority on “safe” districts, and being offered a contract in timely fashion. These results point out that the same factors are important in recruiting teachers as in retaining them.

## 8. Preparation for the Classroom

Overall, completers of all three programs agreed that more applicable scenarios such as hands-on internships, classroom observations, or more time with their mentors would be the most beneficial adjustments to their preparation programs – across the board.

# Recommendation

The following recommendation is from the analysis of quantitative and qualitative data.

*The FDOE should conduct an independent study that determines whether student achievement is influenced by the preparation route their teachers took.*

Such a study should be an extension of the current research on the value added by different teacher preparation programs. A recent study was conducted on the effect of certification by the ABCTE (American Board for Certification of Teacher Excellence) on student achievement. FDOE should contract such a study that would estimate the effects of ITP, DACP, and EPI preparation programs on student achievement in math and reading.

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# Teachers from Florida Educator Preparation Programs

## Introduction

### The Report

This report is designed to provide information related to the effectiveness of teacher preparation programs in Florida by focusing on the early professional experiences of teachers who completed three types of programs: Initial Teacher Preparation programs (ITPs), District Alternative Certification Programs (DACPs), and Educator Preparation Institutes (EPIs).

In 2002, Section 1004.04(5)(b), Florida Statutes (F.S.), authorized ITPs and required that:

[By] January 1 of each year, the Department of Education shall report ... information for each postsecondary educational institution that has state-approved programs of teacher education to the Governor, the State Board of Education, the Commissioner of Education, the President of the Senate, the Speaker of the House of Representatives, all Florida postsecondary teacher preparation programs, and interested members of the public.

Additionally, Section 1004.85, Florida Statutes, authorizing EPIs, and Rule 6A-5.066, F.A.C., which implements approval processes for all types of teacher preparation programs, require that continued approval of teacher preparation programs of each type be based in part on the satisfaction of program completers and their subsequent school district employers with the level of preparedness for teaching provided by their respective programs. This report is published in fulfillment of Section 1004.04, F.S., requirements. It is also provided to assist all institutions with approved programs in meeting their continued approval requirements in the area of completer and employer satisfaction, by annually providing high-level, statewide data in these performance areas that may lead institutions to do further and more in-depth study.

Program completers were surveyed via the web and asked about their backgrounds, their teacher preparation programs, and the professional support they received in their schools. Principals were surveyed regarding the competence and performance of these teachers based on the Florida Educator Accomplished Practices (FEAPs), and their readiness for the teaching profession.

The report is an analysis of the responses from 1,198 teachers and 371 principals. We also use comparable data from six previous years to examine trends over time and between program types. The analysis includes elements that are common to all ITP, DACP and EPI teachers alike – their backgrounds, current job placement, and workplace experiences. In addition, teachers were asked about the effectiveness of their respective programs. We also present an analysis of teachers' recommendations for program improvement in their own words.

A supportive and collaborative workplace is crucial in retaining highly qualified teachers. Acknowledging that teachers do not become thoroughly professionalized as a result of their initial training, we include a detailed study of workplace support structures in place for new teachers such

as teacher induction programs, peer mentors, administrators, other teachers, and other school climate factors. We also investigate whether the quality of school climate is associated with various outcomes, including teachers' sense of professional efficacy and their plans to stay in the profession.

An analysis of the factors teachers consider important when searching for their first job is also conducted. Understanding employment preferences will better help policymakers find ways to hire teachers in hard-to-staff or inner-city schools, by adapting assignments to take advantage of the likes and dislikes of teachers. A related section discusses the outreach and recruitment efforts of DACPs and EPIs.

We end the report with findings and recommendations for program maintenance and improvement. In the Appendices, we include additional information about pathways to certification, the definitions of the Florida Educator Accomplished Practices, and copies of the web-based survey instruments.

## **Teacher Preparation and Certification in Florida**

Florida has a two-tiered certification system, which allows an individual to begin teaching under a three-year, non-renewable Temporary Certificate by demonstrating subject matter knowledge, during which time professional education requirements are completed. The Professional Certificate requires that candidates demonstrate mastery in three areas: general knowledge, subject matter knowledge, and professional preparation and education competence.<sup>1</sup>

In order to increase the pool of eligible individuals in the teaching labor market while maintaining high standards, The Florida Legislature and State Board of Education have provided for multiple types of programs designed to prepare teachers for Florida's classrooms. These programs are all approved by the Florida Department of Education and are designed to provide candidates from different backgrounds with routes through which they can meet the preparation requirements for issuance of a Florida Professional Educator's Certificate in the area they wish to teach. These include:

- Initial Teacher Preparation Programs (s. 1004.04, F.S.)
- Professional Preparation Programs offered through
  - Educator Preparation Institutes (s. 1004.85, F.S.)
  - District Alternative Certification Programs (s. 1012.56, F.S.)

Initial teacher preparation programs (ITPs) are those that typically terminate in a bachelor's or master's degree in education. However, what distinguishes these program completers from others is that they have completed a program in one or more specific subject area(s) and may qualify for a Professional Certification upon program completion. At the time of this publication, there are 531 initial teacher preparation programs offered by 45 Florida state universities, independent colleges, and community and state colleges (those authorized to offer bachelor's degrees).

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<sup>1</sup> For a brief description of all of Florida's pathways to certification and the options for demonstrating mastery in each of the three required areas, please see the *Pathways to Certification* document in Appendix E.

To enroll in either an Educator Preparation Institute (EPI) or a District Alternative Certification Program (DACP), an individual must already hold a bachelor's or higher degree. These programs were conceived to help primarily with critical shortage areas in secondary education where a content major in the areas of arts and sciences could be paired with intense pedagogical training to move teachers immediately into the classroom with the tools they need to become effective. These programs are referred to as "alternative certification" programs. EPIs must be offered at an appropriately accredited postsecondary institution and approved by the Florida Department of Education. There are EPIs at 28 community and state colleges, four state universities and one private university. Each district must provide a competency-based alternative certification program so that instructional staff holding temporary certificates may complete requirements for professional preparation and education competence.

Florida's alternative programs are far from uniform: legislation that implemented the DACPs and EPIs deliberately left broad license to local school districts and institutions of higher education to offer innovative programs that would appeal to a broad range of college graduates who did not complete a teacher preparation program. However, potential completers from all three program types must be assessed according to the twelve Florida Educator Accomplished Practices (FEAPs), a requirement that not only standardizes and specifies skills required of all Florida educators, but also facilitates comparisons among the three types.

Because of Florida's two-tier certification system, many individuals receive their teacher "preparation" during their first years of teaching. By design, only teachers employed by the school district and who hold a Temporary Certificate may participate in a district's alternative certification program. However, one third of the completers of EPIs are currently employed teachers as well: the EPIs have evolved partly to serve college graduates who would spend full-time pursuing certification and partly full-time teachers who found the EPI more appealing or convenient than the DACP. Therefore, Florida's teacher preparation programs not only add potential new teachers to the Florida labor pool, but they also provide early career teachers with the means to complete their teacher preparation and certification while working in the classroom.

### Demographic Characteristics of Program Completers

Analysis of age, gender and race/ethnicity are based on the actual number who completed ITPs, DACPs, and EPIs during the 2008-09 school year, amounting to 10,655 individuals. These tables are labeled as all program completers. Of these program completers, 3,556 were employed as classroom teachers in Florida public schools. Individuals were contacted using teacher e-mail addresses. Due to inaccurate e-mail addresses and other factors that may have prevented contact, the total number of program completers contacted was 3,518. These teachers comprised the target group to whom online teacher surveys were sent. There were 1,198 survey respondents who provided usable data. The set of surveys returned from these teachers is referred to in this report as teacher

survey data.<sup>2</sup> Finally, other findings in the report are based on samples of those teachers or on previous samples across time.

The demographic profile of the population confirms that the state’s efforts to expand the teaching labor pool have succeeded in several ways (see Table 1). There were higher percentages of male teachers among DACP (29.0 %) and EPI completers (25.7%) than in ITP programs (13.2%) among 2008-09 completers. The differences in gender representation have also remained stable over time. Sample data from previous studies show that between 25 and 40 percent of DACP completers and participants between 2004 and 2009 were male; between 10 and 20 percent of ITP completers between 2005 and 2009 were male.

	ITP		DACP		EPI	
	N	Percent	N	Percent	N	Percent
Female	6127	87.0	1170	71.0	1393	74.3
Male	916	13.0	479	29.0	482	25.7
TOTAL	7043	100	1649	100	1875	100

In addition, alternative programs attracted older teachers than ITP programs. Two thirds of the recent DACP and more than 75 percent of EPI completers teaching in Florida public schools are over 30 years old, compared to only 34.6 percent of ITP completers (see Table 2).

Age	ITP		DACP		EPI	
	N	Percent	N	Percent	N	Percent
20-29	4609	65.4	576	35.0	560	23.2
30-39	1414	20.1	558	33.9	533	30.2
40-49	710	10.1	319	19.4	479	27.8
50-59	279	4.0	156	9.5	265	16.3
60+	32	0.5	39	2.4	56	2.5
Total	7044	100.0	1648	100.0	1893	100

There are not consistent racial/ethnic differences between teachers who have followed different routes to certification (see Table 3). In particular, the alternative routes did not attract significantly greater representation from minority groups. Percentages of black completers are somewhat higher in DACP programs (17.9%) than ITP (13.8%); blacks only comprised 1.4% of EPI completers, but this may be an artifact of the way the data were collected, as there were many more “other” races in the EPI category. There were a similar proportion of Hispanic completers in ITP programs (12.9%) and DACP (14.4%), but fewer Hispanics completed EPI programs (9.9%).

<sup>2</sup> Where individuals do not report any of their characteristics, those individuals are omitted from the calculation for that characteristic. Additionally, a small number of fields are missing in the “All program completers” data base as well. This is the reason for different totals in each table.

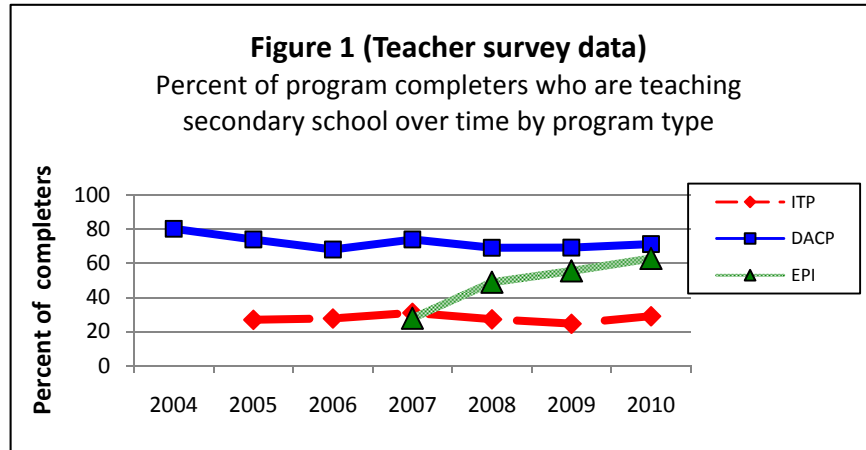
	ITP		DACP		EPI	
	N	Percent	N	Percent	N	Percent
White	4790	68.6	1066	64.6	1551	79.9
Black	965	13.8	295	17.9	27	1.4
Hispanic	903	12.9	237	14.4	192	9.9
Asian	166	2.4	25	1.5	4	0.2
Other	161	2.3	26	1.6	167	8.6
TOTAL	6985	100	1649	100	1941	100

### Grade Level Placement of Program Completers

The teaching assignments of program completers show that Florida is succeeding in addressing critical shortage areas through alternative certification programs. The largest teacher shortages at the national level and in Florida are in middle and high schools. Teaching assignments of ITP completers differed substantially from DACP and EPI completers. Around two thirds of DACP (71.3%) and EPI (62.9%) completers were teaching at the secondary level (grades 6-12). These rates are significantly higher than ITPs, among whom less than one third of completers (29.0 %) were assigned to secondary schools (see Table 4).

Grade assignment of DACP and ITP completers has remained stable over the study period, thus helping to mitigate critical shortages of secondary subject matter teachers, and succeeding at the mission for which the programs were designed. For all seven study years, the percent of DACP completers teaching in secondary level schools was between 60 and 81 percent, and ITP completers varied between 20 and 35 percent over the last six years (see Figure 1). In the four years of data for EPI completers, the percentage assigned to secondary schools has risen from slightly over 20 percent to well over half the completers.

	ITP		DACP		EPI	
	N	Percent	N	Percent	N	Percent
Pre K	27	1.9	31	3.5	6	1.0
K to 5	960	69.1	223	25.2	222	36.2
6 to 8	216	15.5	292	33.0	186	30.3
9 to 12	187	13.5	339	38.3	200	32.6
TOTAL	1390	100	885	100	614	100



### Subject Area Placement of Program Completers Compared by Program Type

Similar to the differences in grade level assignments, the subject area placement of ITP program completers differed significantly from DACP and EPI completers. The infusion of completers of alternative certification programs into the teaching force has helped staff classrooms in critical need subject areas.<sup>3</sup>

Completers of Florida's alternative certification programs are assigned to areas of greatest shortage in greater proportions than ITP completers. For example, only 4.2 percent of ITP completers teaching in the schools were teaching mathematics, compared to more than ten percent of DACP (11.0%) and EPI (10.9%) completers teaching mathematics (see Table 5).

This difference is similar in the sciences. DACP and EPI science completers with a science subject area placement represented more than twice the percentage of ITP completers. ITP completers with a science subject area placement, comprised only 3.4 percent of completers who were teaching science in the schools, compared with DACP (12.6%) and EPI completers (11.7%). There has been stability in subject area assignments over the seven-year study period. Teachers responding to previous surveys who were assigned to math and science classes have been a relatively stable percentage over the seven-year study period, comprising between 21 and 35 percent of DACP respondents.<sup>4</sup> The percentage of EPI completers teaching math and science has ranged between 20 and 25 percent. ITP completers teaching math and science has been consistently lower, ranging between six and twelve percent.

<sup>3</sup> The critical shortage areas for 2009-2010 are: middle and high school level mathematics, middle and high school level science, middle and high school level English/language arts, reading, exceptional student education programs, English for speakers of other languages (ESOL), foreign languages, and technology education/industrial arts. ([www.fldoe.org/evaluation/doc/crithire2011.doc](http://www.fldoe.org/evaluation/doc/crithire2011.doc), accessed 11-24-10)

<sup>4</sup> 2008-2010 data are based on actual completers; previous years' data were based on survey respondents.

In previous reports, English and reading were grouped as one specialty. Beginning with the survey of 2007-2008 completers, we separated the two. Percentages of completers working in reading remained low for all three groups, between two and four percent. Reading is a specialty area that requires training beyond basic professional and pedagogical preparation.

There is little difference between the three preparation program types in percentage of completers with Exceptional Student Education (ESE) assignments in 2009-10. ESE teachers of all three preparation program types comprised between 15 and 19 percent of all completers (see Table 5). Additionally, all three groups have substantially increased their percentage of completers working in ESE over time.

<b>Table 5 (All completers employed in Florida public schools)</b>						
Subject Area Placement by Teacher Preparation Program Type						
	ITP		DACP		EPI	
	N	Percent	N	Percent	N	Percent
Elementary	923	55.0	208	19.3	211	28.4
ESE	308	18.4	170	15.8	129	17.4
Fine Arts	53	3.2	41	3.8	16	2.2
Foreign Language	20	1.2	41	3.8	12	1.6
English	87	5.2	141	13.1	68	9.2
Math	71	4.2	118	11.0	81	10.9
PE/Health	20	1.2	29	2.7	17	2.3
Reading	38	2.3	30	2.8	22	3.0
Sciences	57	3.4	136	12.6	87	11.7
Social Sciences	62	3.7	131	12.2	85	11.4
Other	39	2.3	32	3.0	15	2.0
Total	1678	100.0	1077	100.0	743	100.0

## Research Design

### Previous Research on Alternative Routes To Educator Certification

As alternative routes to educator certification have proliferated, so has the need to attend to the quality of the teachers who are not trained in traditional programs – i.e., in colleges of education or content area majors (such as Art Education offered in a college of fine arts). States and school districts that have developed non-traditional programs have developed assessment systems to demonstrate that such teachers are expected to demonstrate at the same minimum levels of pedagogic competency and content area knowledge as those trained in ITP programs (Feistritzer et al., 2005).

Research into the competency and effectiveness of teachers certified through various routes can be broken down into several categories. First, several studies have examined differences in classroom or student outcomes between teachers prepared via different routes. Some have examined differences in student achievement through standardized tests (e.g., Goldhaber and Brewer, 2000; Darling-Hammond, Berry and Thoreson, 2001). Others have studied levels of teacher preparation in various educator competencies, such as observed classroom skills, or self-reported levels of competency (e.g., Zientek, 2007; Good, McCaslin, Tsang, Zhang, Wiley, Bozack and Hester, 2006).

Research has also focused on the extent to which the availability of preparation programs has broadened the pool of prospective teachers to persons who did not complete a teacher preparation program while in college. Studies have focused on the supply of teachers in math and science, the problem of out-of-field teachers, and placement of alternatively certified teachers in schools with the greatest need (e.g., Shen, 1997; Cohen-Vogel and Smith, 2007). Other studies have reviewed research on non-traditional certification, either exhaustive or pertinent to a specific subject area such as special education (e.g., Zeichner and Schulte, 2001; Rosenberg and Sindelar, 2005).

Thus, studies of teacher competence and effectiveness have used a wide array of outcome measures. In the present study, we will examine differences in teachers' self-reported competency; and their competency as reported by principals. We will also report on teachers' ratings of their preparation programs, including components specific to the District Alternative Certification Programs and Educator Preparation Institutes.

A major difficulty in the research on different routes to teacher certification has been the definition of traditional and non-traditional routes. For example, several of the studies cited above used data from the School and Staffing Survey, a national survey conducted by the National Center for Educational Statistics. In the teacher questionnaire, respondents were asked whether they were "alternatively certified," but there was no definition of the term offered. As a result, teachers judged for themselves whether to consider their certification program traditional or "alternative." A teacher who completed a Masters of Arts in Teaching (MAT) program at a traditional teacher training institution might well have reported being "alternatively certified," though such programs are generally grouped with traditional ones.

There is little consensus on what constitutes an "alternative certification" program. Comparisons have been drawn between teachers with "temporary," "emergency," "provisional" and "no

certification.” It is no wonder that findings are inconsistent, given that the meaning of the term, “non-traditional” generally refers to programs that may be substantially different from state to state and from respondent to respondent.

### Instrument Design –Four Instruments

The data collection instruments were four web-based surveys, one for each category of respondent: ITP teachers, DACP teachers, EPI teachers, and the principals who supervise these teachers. The surveys have been used and modified over the last seven years for the teachers completing or participating in the DACPs and for the last six years for ITP program completers. EPI items were added four years ago, and have been revised each year since then.

The teacher survey included many common items (e.g., demographics, job-related, school climate, effectiveness of their training program, self-appraisal of their own teaching effectiveness, etc.) for all three categories of respondent. It included program-specific items and items designed to capture teachers’ perceptions of the support they received from their principals, colleagues, and mentors. Items were included that related to their prior workforce experience and others that pertained to an older workforce entering teaching. For all completers, items identified the institution or public school district where they completed their program. The survey also included a set of questions that collected information about the factors that teachers consider when choosing their first school placement. These items provide additional information on teachers’ labor market decision-making, and are intended to assist policymakers and practitioners with their efforts to recruit and retain highly qualified teachers.

The principal surveys included items asking the principal to rate each teacher’s effectiveness in the twelve FEAPs, reading instruction, and preparing students for the Florida Comprehensive Assessment Test (FCAT). One final item asked the principal whether each teacher had met the principal’s criteria to be rehired.

### Teacher Sample

In the teacher study the sample was drawn from:

- All teachers who completed an Initial Teacher Preparation (ITP) program in Florida in 2008-09 and were employed in Florida public schools in 2009-10;
- All teachers who completed an Educator Preparation Institute (EPI) in Florida in 2008-09 and were employed in Florida public schools in 2009-10;
- All teachers who completed a District Alternative Certification Program (DACP) in Florida in 2008-09 and were employed in Florida public schools in 2009-10.

The names and occupational details of Florida public school teachers who had completed ITP programs, teachers who had completed EPIs, and teachers who had completed DACPs in 2008-2009 were obtained from the Florida Department of Education. These data comprised the core of a teacher-level data set that included, among other variables, teachers’ current employment status, job assignment, and route to certification.

The school assignment of each of these teachers was used to cross-reference the teacher with her/his principal. The data set was then utilized as a master population frame for the teachers who completed an ITP, DACP, or EPI program in 2008-2009 and who are working in Florida public schools, and the principals of the schools in which they are assigned.

Once this population frame was identified, the next step was to determine a sampling fraction in order to draw a sample of the desired size. In many web-based surveys, the sampling fraction is 1.0, signifying that all elements in the population will be included in the sample, since there is no increase in cost for distributing surveys once the instrument is designed and the e-mail list is complete. There are often, however, increased costs during data coding, since certain variables must be coded by hand. Nevertheless, we chose to include the whole population of beginning teachers in the sample, thus turning it into a canvass of 2008-09 program completers teaching in Florida public schools in 2009-10, and their principals.

The Florida Department of Education (FDOE) canvassed all school districts prior to distributing the survey this year, specifically seeking to determine, first, whether district-level approval was required prior to FDOE distributing surveys to teachers and principals; second, whether FDOE was permitted to distribute the surveys directly to respondents, or whether the district itself would distribute surveys; and third, whether there were particular dates or weeks when they preferred the surveys to be administered or preferred not to have the surveys administered.

In all but one school district, surveys were administered directly by the evaluation team to teachers and principals. In the remaining district, the web-based surveys were distributed by district staff.

### Principal Sample

The sample of school principals was drawn from the population of all principals with one or more recent program completers on their faculty (i.e., completers of ITP, DACP, and EPI programs in 2008-09).

Principals were asked to evaluate each of the teachers who were currently employed at their schools. The principals' surveys were pre-populated with the names of the beginning teachers in their schools. Thus, many of the principals may have completed more than one survey.

Completed surveys were received from 371 principals who evaluated 894 teachers. The number of teachers evaluated by principals varied from one to as many as 21 teachers. There were 156 principals who completed surveys for only one teacher. The average number of teachers evaluated by each principal was 2.41 (virtually identical to last year's study at 2.45). The results of the principal surveys will be presented in the section, Analysis of Teacher Competency.

## Calculation of Return Rates

We defined “return rates” as the number of surveys returned divided by the targeted number in the population. Of the 3,518 emails sent, there were a total of 1,198 teacher surveys returned: 457 from ITP program completers; 542 from DACP completers; and 199 from EPI completers. The overall return rate for teachers was 33.7 percent, a decline from last year’s survey, which was slightly over forty percent. Return rates by teacher preparation program were ITP 25.2%; DACP 49.6%; and EPI 30.8%.

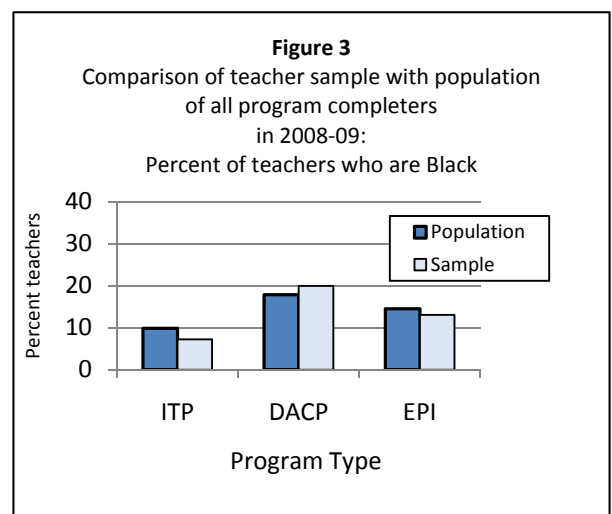
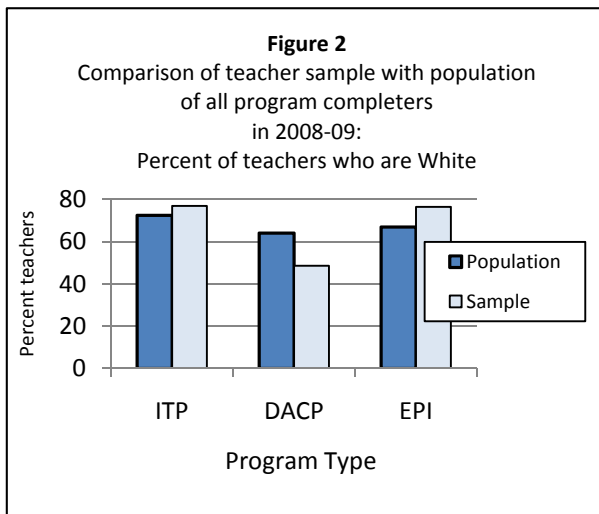
We computed two kinds of return rates for principals: one as the percentage of principals returning surveys, and the other as the percentage of teachers rated by principals. Return rates were good for such a broad sample study, although not so high as in previous years. Surveys were returned by 371 principals, assessing 894 teachers. This represented 28.4% of 1,308 targeted principals and 25.4% of targeted teacher evaluations by principals. In this case, we do not have a way to estimate the size or direction of the sample bias. However, when we are able to compare the results from the sample with certain known parameters in the population, the validity of other estimates is improved.

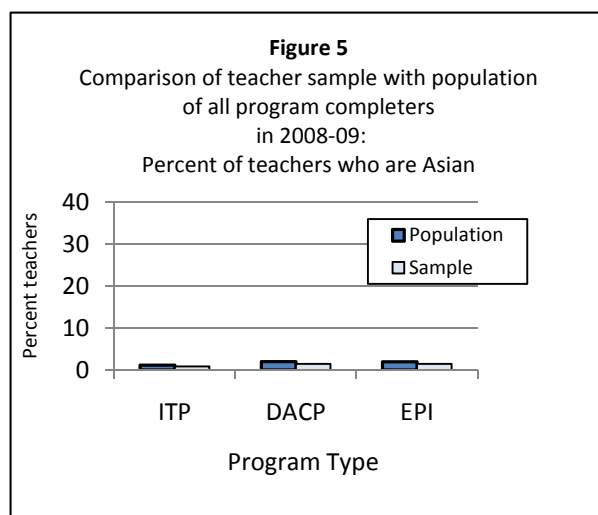
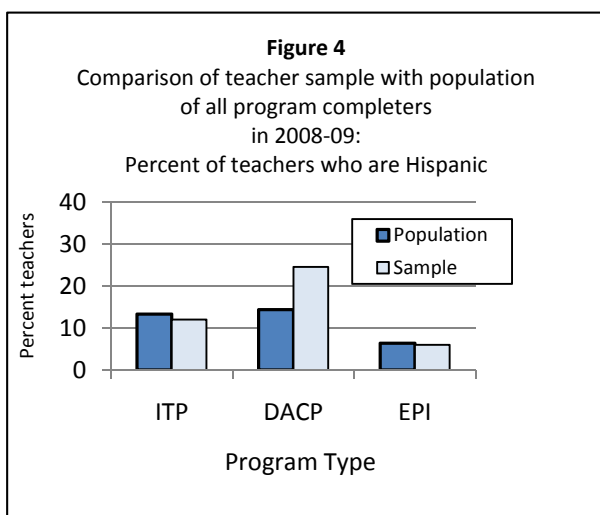
In the next section, we will compare the sample with the population on three known parameters: gender, age, and race/ethnicity. We will see that the sample closely resembles the population along these three characteristics.

## Sample Statistics and Generalizability

There were 457 valid surveys returned from ITP program completers; 542 from DACP completers; and 199 from EPI completers. Where comparable, the estimates in the sample closely approximated the real parameters in the population for all three groups. In the case of ethnicity, percentage estimates were close to those of the actual numbers of completers.

There were only a few significant differences between population and sample parameters. The greatest variation was in the percent of Hispanic respondents (see Figures 2-5). Fifteen percent of completers were of Hispanic origin, but nearly 25 percent of the survey respondents were Hispanic.





## Research Findings: Teachers' Prior Experience

In the previous sections, we used data pertaining to all program completers to describe the breakdown of gender, race, age and teaching assignment among those employed in the Florida public schools. In this section, we turn to findings from the sample survey of those teachers.

### Prior Experience of Respondents

The teacher survey included two items on the prior work experience of respondents: the first in regards to the teachers' occupation or profession prior to program completion; the second concerning their employment status and job held one year prior to beginning teaching. Teachers in the alternative programs do indeed come from a broad array of occupational and professional backgrounds.

DACP and EPI teachers brought a wide range of professional experiences to their teaching. The majority of the respondents came from fields that were not related to education, such as business, health, and technical fields. For example, about thirty percent of DACP and EPI completers working in Florida public schools in 2009-10 reported working in the business sector (see Table 6 and Figures 6-8).

Interestingly, ITP completers indicated that almost half had worked in education. Although education majors are often thought of as a homogeneous group -- young and inexperienced-- we see a picture of many ITP completers having been in the workplace prior to finishing their degrees.

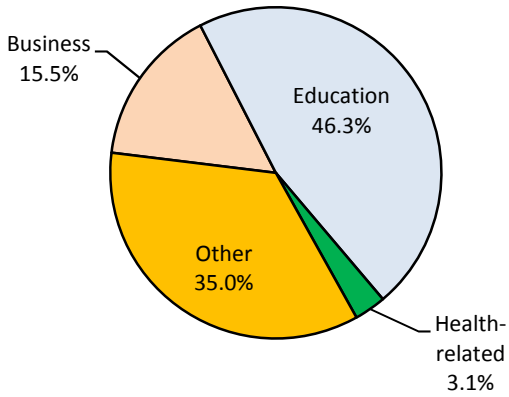
Approximately 25 percent of DACP and 34 percent of EPI respondents came to teaching with education-related work experience, such as teaching in preschools, public schools and private schools, as well as serving as paraprofessionals. Some served in non-teaching roles, and others provided education in non-school settings (see Figures 6-8).

An important finding is that all three types of teacher preparation programs have served as a route to professionalization among persons who had worked in and around education prior to becoming teachers, including paraprofessionals, substitute teachers, child care workers and others. Over the seven years of the study, between 21 and 36 percent of DACP respondents classified themselves as working in some area of education one year prior to entering teaching; and the number of EPI completers who had worked in education has almost doubled from 20 to 34 percent over the past two years. However, it is clear that the ITPs also serve in this function, preparing not only students straight out of high school, but many with prior work experience as well.

Teachers' occupation prior to certification						
Occupation	ITP		DACP		EPI	
	N	Percent	N	Percent	N	Percent
Business	57	12.6	157	29.2	59	30.4
Substitute Teacher	94	20.8	46	8.6	38	19.6
Paraprofessional	38	8.4	23	4.3	10	5.2
Teacher	10	2.2	23	4.3	5	2.6
Health-related	10	2.2	33	6.1	11	5.7
Education	22	4.9	20	3.7	8	4.1
Day care worker	30	6.7	4	0.7	2	1.0
Student	95	21.1	43	8.0	7	3.6
Administrative staff/secretary	22	4.9	26	4.8	6	3.1
Social work	4	0.9	26	4.8	8	4.1
Legal-related	2	0.4	16	3.0	1	0.5
Military	2	0.4	6	1.1	1	0.5
University/college	15	3.3	22	4.1	3	1.5
Fine arts	4	0.9	9	1.7	3	1.5
Technical	3	0.7	15	2.8	5	2.6
Government	5	1.1	19	3.5	4	2.1
Stay-at-home parent/guardian	13	2.9	6	1.1	5	2.6
Science or engineering	1	0.2	17	3.2	6	3.1
Volunteer	4	0.9	2	0.4	0	0.0
TV/Radio/Print news	0	0.0	5	0.9	4	2.1
Service sector	13	2.9	4	0.7	3	1.5
Religion	1	0.2	3	0.6	2	1.0
Non-Profit Organization	0	0.0	4	0.7	1	0.5
Athletics/Sports	0	0.0	3	0.6	0	0.0
Other	6	1.3	6	1.1	2	1.0
<b>TOTAL</b>	<b>451</b>	<b>100</b>	<b>538</b>	<b>100</b>	<b>194</b>	<b>100</b>

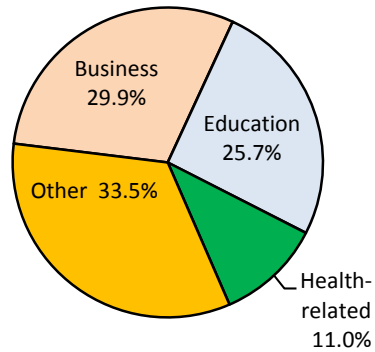
**Figure 6 (Teacher survey data)**

Activity one year before beginning teaching  
ITP completers (n=451)



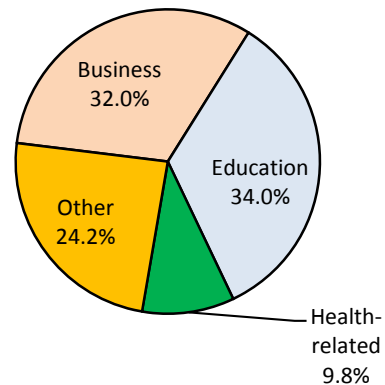
**Figure 7 (Teacher survey data)**

Activity one year before beginning teaching  
DACP completers (n=538)



**Figure 8 (Teacher survey data)**

Activity one year before beginning teaching  
EPI completers (n=194)



One out of six (15.7%) DACP respondents reported having been students one year before entering teaching. Similarly, only 10.1 percent of EPI respondents were students before beginning their programs. Before implementing these non-traditional training programs, there was a concern among some educators that college students might avoid an education major once they knew of alternative routes to teacher certification. However, it does not appear that students are using these opportunities to replace more traditional four-year education degrees, at least not in large numbers as some policymakers had projected (see Table 7).

Teachers Activity One Year Prior to Teaching						
Activity	ITP		DACP		EPI	
	N	Percent	N	Percent	N	Percent
Worked full-time	121	26.6	365	67.5	132	66.3
Worked part-time	60	13.2	53	9.8	27	13.6
Sought employment	6	1.3	7	1.3	3	1.5
Unemployed	0	.0	1	.2	3	1.5
Attended college or university	256	56.3	85	15.7	20	10.1
Volunteered	1	.2	4	.7	1	.5
Stay-at-home-parent	11	2.4	26	4.8	13	6.5
TOTAL	455	100	541	100	199	100

## **Research Findings: District Alternative Certification Programs**

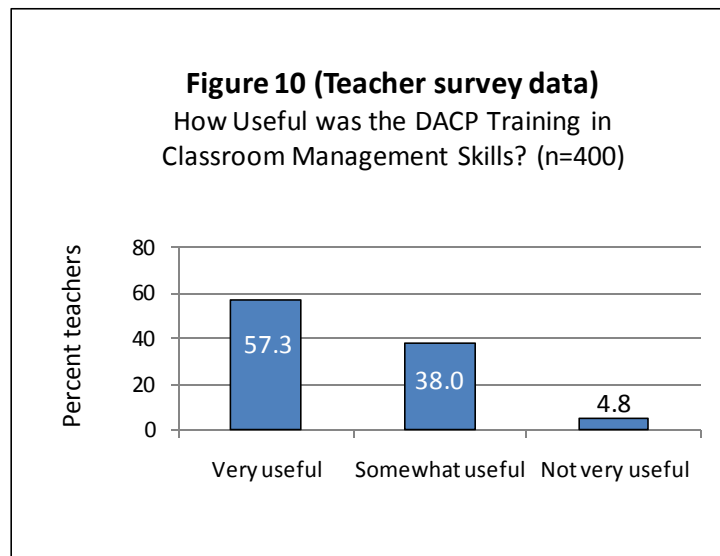
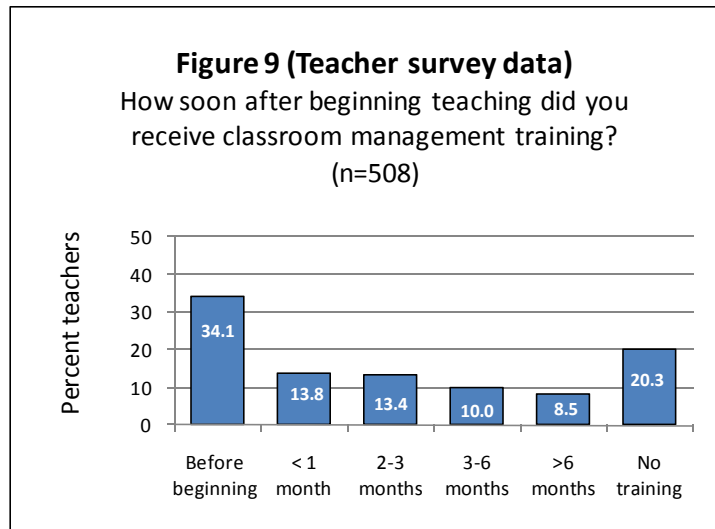
### District Alternative Certification Program Components

The FDOE, in collaboration with educators from around the state, identified the program components essential to ensure that Florida’s DACPs prepare high quality teachers. Four crucial components that must occur during the early phases of the program to prepare beginning teachers are a period of initial preparation prior to entering the classroom that includes classroom management training and curriculum development; mentoring; a pre-assessment of skills and abilities; and an individual professional development plan (IPDP).

We asked district alternative certification program completers whether they had received each component. Initial preparation, including classroom management training, is usually conducted just before the school year begins. The training is meant to familiarize new teachers with school rules and regulations, to train them in keeping attendance, writing lesson plans, and establishing classroom routines early in the term. Among completers in 2008-09 working in Florida schools, over 80 percent had received classroom management training, similar to previous years. Fully 95.3 percent of respondents felt that the training was very useful or somewhat useful, virtually identical to the previous year (see Figures 9-10).

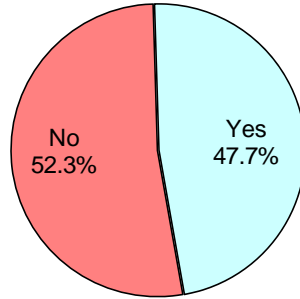
Less than one half of respondents (47.7%) reported having had a pre-assessment of their skills on the twelve Florida Educator Accomplished Practices. This percentage has remained stable over the last

seven years. Ninety-seven percent of respondents who had a professional development plan reported that the IPDP was maintained throughout their program participation (see Figures 11-12).



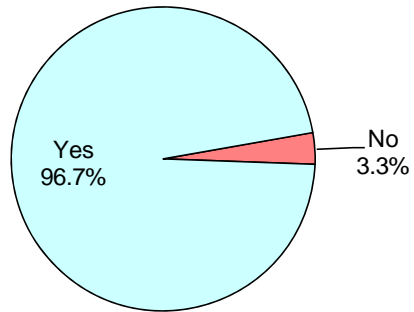
**Figure 11 (Teacher survey data)**

Was an Individual Professional Development Plan (IPDP) developed for you? (n=503)



**Figure 12 (Teacher survey data)**

Was the Individual Professional Development Plan maintained for you throughout your program participation? (n=239)



## **Teachers' Comments and Recommendations about Their Training Programs**

Teachers were asked to comment and provide their recommendations for their training programs. Comments were offered by 123 ITP, 233 DACP, and 81 EPI completers. We will discuss this year's teacher comments in comparison with those in the past years' evaluation studies.

Open-ended responses were first reviewed, and coders generated categories common across the three programs. Categories were also generated a priori, as a result of those found in prior years' evaluations. Additionally, we identified teachers as either in their first year or not, to see whether their amount of classroom experience at the time of completing the survey influenced their responses. In comparison to previous years' findings, DACP and EPI completers were more positive about their preparation than they had been in the past. ITP completers, however, were more critical of their programs than in previous years. Further, we could not discern differences between beginning and more experienced teachers (see ITP section below).

### **Preparation for the Classroom**

We found in this year's evaluation, much as we had in previous years, that the topic mentioned most by teachers is whether their preparation program had equipped them for the "real-world" classroom. Interestingly, teachers have been passionate about both points of view. Some of the strongest tributes to their programs have come from teachers who felt thoroughly prepared for their first teaching appointment through internships, practical coursework and the like. Other teachers faulted their preparation programs for being too "theoretical," leaving them without the organizational and discipline skills needed to manage their classrooms.

While it is tempting to tally the positive and negative statements about classroom management preparation, this would probably misrepresent the realities of teachers' opinions on the matter: as we have argued throughout this report, cohorts of program completers' teachers have changed considerably since they were a rather homogeneous group of young women with limited occupational choices (Lortie, 1975). Rather, in this group of program completers, we find an array of classroom and life experiences, across all three program completer types (including ITPs). In order to discern patterns in teachers' views on how well their program prepared them for the classroom, we looked at positive and negative comments across types and between first-year teachers and those with a full year or more in the classroom.

Teachers who completed ITP programs, although more critical than they had been in previous studies, were split on how well they had been prepared for classroom teaching. Positive respondents often mentioned their programs by name:

"I was absolutely ready to teach and I feel honored that my AP saw that in me and gave me a chance. I was very prepared, motivated and well-prepared to begin life as a teacher once I graduated."

Another teacher wrote “[My program] went above and beyond to prepare me to be an effective elementary school teacher.”

“Thanks to my preparation, I have felt confident in my abilities and comfortable seeking help and collaboration since my first day in the classroom. [My program] provided me with a fantastic educational toolkit, as well as strategies for acquiring new ‘tools’.”

The previous comments came from two first-year and one second-year ITP completers. The following came from DACP completers who had completed one or more years of teaching:

“[The DACP program] made the transition into the classroom smooth and exciting instead of frightening or tentative. [The] students received competent instruction, planning, and management due to the great program.”

“The program was amazing. The tools and skills learned through this program have helped me to become a better teacher. I truly love my job.”

”This program fully prepared me for my first year, and if I had any questions regarding anything I always had someone that I could call and ask. I appreciate every class that I attended.”

Those who completed the EPI program also often praised the program noting that the material allowed the teacher to feel prepared for the classroom environment. Two EPI first-year teachers wrote,

“I am very thankful I had an opportunity to make the transition to teaching through the EPI program and that it was affordable. I feel that for me it was effective and made me most qualified to enter as a first time teacher. Feedback from students and parents on my performance has been highly positive, as well as the feedback from my Instructional Leader so far. While the EPI program is not perfect, it was certainly instrumental in providing all the fundamentals I needed in order to succeed in this field.”

“[My EPI program] did an excellent job preparing me for accommodations and differentiation that are critical to working in an inner-city school. I am so glad that I took the time to complete the program before becoming a teacher. I know that helped me to be more effective in the classroom. The emphasis on strong classroom management has also saved me, I believe, from making some of the mistakes new teachers can make.”

But as enthusiastic as some of the teachers were about their preparation, others felt unprepared for the classroom environment, often citing a lack of classroom management skills. Most of these came from ITP completers, some in their first year of teaching, and others with a year or more of experience.

“Classroom management should have been offered for music education students! I had NO classroom management training before teaching middle school and found myself extremely ill-prepared in the first few months.”

“I feel that the goals of the universities and the goals of the district are different. The University is not preparing education students for the reality of the behaviors that teachers face every day. The study of theories is just not useful. The focus should be on how to deal with the stress of the classroom. There should be more emphasis on student psychology and behavior management that works. No one seems to tell you how to handle an out of control child, other than start a behavior chart. Further, how do you handle the child and 28 other students at the same time? Teachers need time proven strategies that actually give you results.”

“I feel as if I learned most of my teaching knowledge from my experience in the classroom not related to my education experience. I feel as if [my preparation program] should offer more opportunities to be in the classroom, and to see an entire year!”

“I honestly do not use any of the other information I learned in my program. I spent a lot of money and 6 semesters on a Masters degree in Education in hopes that I would have "mastered" education; but when I walked into the classroom I felt brand new, and there was no time and no one to teach me how to be a teacher. There's nothing like "real life" to teach you what you need to know, but when your job depends on it, it kind of helps to have had some "real life" (not textbook) training on what to do in the classroom.”

“I feel that I have struggled most this year (my first year) in teaching reading, and in having effective classroom management. Although internships are helpful, you are still not completely responsible for all aspects of student learning, and therefore do not get a true grasp of all that teaching entails. It has been a very rough first year for me, personally.”

“I'm an elementary-level activity teacher, so things generally work different in my room than in the regular classroom. I wasn't prepared for trying to handle student motivation when there's no grading (at all) and no expectations or standards that the students are trying to meet. I can coax and sweet talk and try to get students interested all day long, but there are always those few that simply "don't wanna" and as long as they're not creating a disruption, there's nothing I can do about it. I was not prepared for that.”

### Responses Specific to Certification Programs: ITP

ITP completers in this study were less satisfied with their preparation programs than in past evaluations. The most common critical response was that the program material was not useful and applicable to their specific needs – that some of the courses were too theoretical:

“I do not think that there was enough instruction in how to teach writing. This is the subject in which I feel the weakest. I plan on learning more about this over the summer through any

available professional development workshops offered. I also feel that I did not learn much about RTI in school and it seems to be a very important topic.”

“I felt the program was not very beneficial. I loved having a mentor, and my mentor was fantastic. However, the assignments were a waste of time. Maybe the program would be beneficial for someone who has never done an internship or didn't go to college to become a teacher, but my college education and experience prepared me for teaching. I would have rather spent my time focusing on my lessons, assessments, and students rather than ‘busy work’.”

Although ITP completers were the most critical, there were some favorable responses as well. The most frequent positive response from ITP participants is that their program was a positive and beneficial experience.

“I feel like the program taught me the fundamentals of teaching and how to help students grow in the physical, cognitive, and the affective domains.”

“Going through the course work and becoming knowledgeable on the latest strategies and educational developments helped me become an effective teacher.”

ITP completers expressed that their programs were particularly effective in preparing them in their subject area specialty. Several respondents noted their up-to-date training in Exceptional Student Education ESE.

“I feel that I was very well prepared to enter the area of special education. I found that many times I was more aware of current trends that were being discussed than were the veteran teachers.”

“The gifted program... presented an overwhelmingly inclusive look at gifted students- their emotional needs, academic development, and overall developmental progression.”

“I have had many comments from administrators at school about [my preparation program's] ability to teach us how to be very effective in the paperwork realm of ESE (writing goals/objectives, IEP's, etc.). Coming out of [my] Teacher Ed Program, I felt so prepared for any position and was so excited to start teaching. I would highly recommend [my ESE program] to ANYONE contemplating entering the field.”

#### Responses Specific to Certification Programs: DACP

The responses were overwhelmingly positive from DACP completers, both in comparison to the other program types and previous evaluations. The most common positive response from DACP program completers was that their teacher preparation program was a positive and beneficial experience. Three teachers expressed their satisfaction with the overall experience this way:

“The ACP program offered through [my school district] is a wonderful program. It was great having a network of support and lots of useful information as I embarked on my new career in teaching.”

“I enjoyed being in the [ACP] program. The program kept me motivated and interested with different methods and strategies to be an effective teacher. I wanted to try each new strategy I learned in my classroom. Over time, I formulated what was best for me, from what I learned from the program. If it was not for the program, I would have changed fields.”

“Overall, I thought the... program was effective and useful. The reading course I took was especially helpful and really helped me develop my own passion for literacy education! I would definitely recommend [the same program] to other teachers.”

DACP teachers also specifically mentioned having positive experiences with their instructors, mentors, or coordinators. Other educators were as much a part of their success as the coursework and activities.

“I really appreciated the Alternative Certification Program. It is a very convenient way to get certified. I learned a lot and had a very good mentor.”

“The Alternative Certification Program that I was a part of was very beneficial. The constant collaboration that I had with [my mentor] was amazing.

While many more DACP completers offered positive responses, there were some recommendations for improvement or complaints. For example, DACP participants who had three (or more) years of teaching experience before they completed all the requirements for certification felt that skills they were required to demonstrate would have been more appropriate for first-year teachers:

“Almost everything I learned about being an effective teacher, I learned in my classroom and from other teachers at my school. While the program had good information, by the time I started to complete the [numerous] assignments, I was already an effective teacher.”

“It was a waste of time. I completed it in my 3<sup>rd</sup> year, well after I’d had classroom experience. It proved to be an arbitrary set of tasks that actually interfered with my ability to be a good teacher because I had all this additional work that consumed time I needed to grade and actually prepare for class.”

“I felt like the [program] had a lot of redundancy built in. This became quite tedious while trying to accomplish the tasks. I felt as if a lot of the material was basically busy work and did not tie into what I was actually doing in the ‘real’ world. I think the program should be pared down so it is not so overwhelming for new teachers. New teachers need practical real life preparation, not busy work.”

“I felt the...program was largely a waste of my time. My official mentor was available if I went to her but not proactive or positive. I relied on my team of teachers, especially my team

leader, a teacher with 25+ years of experience. She and the other teachers who work with me are the only reason I successfully transitioned into a teacher.”

The next most common negative response from DACP completers was that the program material was not applicable to their specialty. For example, some programs emphasized particular skills that were not relevant to the teacher’s subject matter, or were targeted to different grade levels:

“The [alternative certification] program was focused more on elementary education and did very little for high school teachers. Many of the classes, especially reading, were a waste of time because it was meant for elementary teachers.”

“A separate program should be developed for special education students. Most of what was covered was for general [education] students.”

### Responses Specific to Certification Programs: EPI

Like DACP completers, EPI completers offered mostly favorable comments about their preparation programs. The most common positive response, like those from ITP and DACP completers, was that their EPI program was a positive and beneficial experience.

“EPI has been a wonderful experience. It has given me valuable support at all times, and has helped me feel a sense of belonging and entitlement to the teaching profession. I ask the FDOE to continue supporting these programs. I have nothing but praises for [program] staff and all the instructors. THANK YOU!!!!!!”

“I think that the EPI program was the perfect way for me to be assured that I wanted to become a teacher. I really appreciated having experienced teachers facilitating all of the classes. I would recommend the EPI program to anyone who wants to be a ‘career changer.’”

“This is a great opportunity for those of us that are professionals and desire to change occupations. Teaching is rewarding and this program made it possible for me to obtain a teaching certificate without going back to school again. It was a lot of hard work but definitely worth the struggle.”

As found in the DACP completers, several EPI completers pointed to colleagues in their professional environment who have been important in making the preparation program a meaningful experience.

“I enjoyed the...program at .... I think [program director] needs to be recognized for her efforts with students. She helped me tremendously to become the teacher I am today. I am lucky to have had this program as it has definitely helped prepare me in classroom management, research, and application of reading strategies in the classroom. The entire program staff was excellent! I think the...program is top notch! Thank you.”

“It was extremely valuable to me. Learned so much from instructors & other teachers in the class. I had never stepped foot in a classroom so having their perspective was invaluable. Great way to make connections and learn great new ideas!!”

“The program helped me a lot and I find myself applying what I learned there almost every day. Some of the professors were great and very inspiring. I will never forget them and would love taking some other classes with them in the future. I love being a teacher as well as a student.”

Although the majority of the responses from the EPI program were positive, there were some critical responses as well. The most common negative response from participants of the EPI program was that the program experience was inefficiently designed or administered:

“I felt that the program was fairly disorganized and not very pertinent to my experiences within the classroom. There were a few classes that I did not feel like I got very much useful information from. It was more like busy work. The Strategies class was terrible, no strategies were really taught.”

“I was required to find my own internship and set it up. I did not have contacts nor the knowledge to judge whether a teacher was good for internship. It would have been helpful for some slots to be lined up already to choose from.”

“Instructors that were teachers in the classroom, not administrators were more beneficial to me. Also whenever possible, match grade levels of teachers to students. When teaching high school, the tips of a 2nd grade teacher were not helpful. More real life less theory.”

“I was greatly disappointed in the diversity & technology classes. Some of the other courses would have been more helpful if the instructors were math teachers. I felt that unnecessary and un-remembered topics were too often the focus. I would have appreciated more applicable studies and instruction.”

## Conclusion

Overall, completers of all three programs agreed that more applicable scenarios such as hands-on internships, classroom observations, or more time with their mentors would be the most beneficial adjustments to their preparation programs – across the board.

Although we did not discern differences in responses based on respondents’ teaching experience, contrasting first-year and more experienced teachers, many teachers commented on the timing of program components. In particular, DACP completers felt that classroom management skills came too late in their early careers. This is a concern from a program design point of view: DACP teachers are supposed to receive classroom management training early in their program. Thus, either the training is not happening early enough, or the adequacy of the training needs to be evaluated.

## Research Findings: Workplace Support

### New Teacher Induction Programs

In the previous sections, we focused on programs that initially prepare high quality teachers. But it is at least as important to attend to retaining good teachers in the field of education. In this section, we look at support networks for new teachers that can be supported and maintained by administrators and other teachers. Specifically, we discuss findings about new teacher induction programs, peer mentors, and various components that make up school climate.

Over the past two decades, the press for staffing classrooms with qualified teachers has broadened from only a supply-side set of strategies (that is, to increase the rolls of qualified teachers) to also include a focus on support systems for beginning teachers. Because a wide array of new teacher induction activities has been found effective in teacher satisfaction and retention, there has been a dramatic rise nationally in required new teacher induction programs. Even in states that have not mandated them, new teacher support programs have increased dramatically as well (Smith and Ingersoll, 2004).

The purposes of teacher induction programs are to increase student learning by providing a set of supervised support services for teachers in their first year of teaching, to assist new teachers in continuance of their professional development, and to verify satisfactory performance for the professional certificate. Until 1997, Florida school districts were required to provide all first-year Florida teachers with new teacher induction programs in their first year of teaching. Still, in 2009-10, the majority of survey respondents from all program types took part in new teacher induction programs. Among these, between 64 and 74 percent of all respondents found their teacher preparation program “effective” or “highly effective” in preparing them for the classroom (see Table 8).

	ITP		DACP		EPI	
	N	Percent	N	Percent	N	Percent
Highly effective	80	24.0	144	26.6	37	23.6
Effective	177	53.2	206	38.0	79	50.3
Not very effective	62	18.6	57	10.5	30	19.1
Ineffective	14	4.2	15	2.8	11	7.0
Total	333	100	422	78	157	100

Recent literature has emphasized the importance of the organizational climate of the school as an important factor in teachers’ decisions to leave or stay in a particular school, or even to quit the profession as a whole. Teachers are more likely to stay in schools that are well-organized, have good leadership, and offer opportunities for them to interact with their peers and have an influence on school policies (Liu, 2007). Schools where the professional culture has changed from teachers being

isolated in their classrooms to being integrated with their colleagues and leaders are more likely to retain their faculty (Johnson 2004). Sanders and Rivera (1998) make the point that schools should take a “finders and keepers” attitude to their new teachers – to aggressively find ways to support them.

Overall, studies have found that former educators more often cited reasons other than poor salary for leaving teaching: lack of professionalism: poor administrative support, low levels of faculty participation in decision-making and invasive bureaucracy. Job requirements that seem the antithesis of professionalism include supervising school buses, playgrounds, lunchrooms, having limited access to the building, and no private offices. (Kardos 2005; Mills, 2001; Metropolitan Life Survey of Former Teachers, 1986; Voke, 2002; Spears, Gould, & Lee, 2000; Smith 2007).

### Peer Mentors

New teacher induction programs consist of various components, but the most ubiquitous is the use of peer mentors. Mentor programs vary on such dimensions as the selection of mentors, their training, and whether their specialty is the same as that of their mentee. Most studies of the effectiveness of mentors and mentor programs show positive effects, although the quality of the research is somewhat variable. (Fideler and Haselkorn 1999; Education Week 2000; Ingersoll and Kralik, 2004; Johnson et al. 2004; Kardos 2004; Rosenholtz 1989; Smith and Ingersoll 2004).

The findings in this study confirm the importance of peer mentors for recent program completers. Mentors serve as individual guides to introduce new teachers into the profession. Most beginning teachers in Florida are assigned a peer mentor. Over 80 percent of ITP and 85 percent of EPI respondents had been assigned a peer mentor in their first year of teaching. For participants in the district alternative certification programs and per program requirements, a mentor is required and assigned for each year the teacher is participating in the program, which lasts from one to three years. Still, only 86.6 percent of DACP respondents reported having been assigned a mentor in their first year of the program (see Table 9).

Currently Assigned a Peer Mentor	ITP		DACP		EPI	
	N	Percent	N	Percent	N	Percent
No	75	17.1	70	13.4	28	14.6
Yes	363	82.9	453	86.6	164	85.4
Total	438	100	523	100	192	100

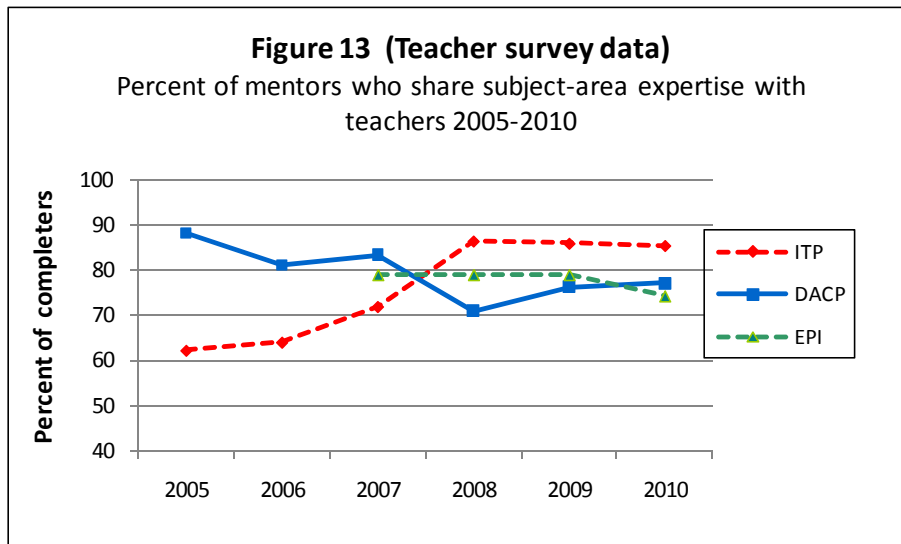
Findings indicated fairly high levels of contact and interaction between some beginning teachers and their peer mentors (see Table 10). Over half the ITP completers reported meeting with their mentors at least weekly, and more than half of these met nearly every day. The rate was lower for DACP and

EPI completers. Even so, 22.3 percent of DACP and 33.6 percent of EPI completers reported meeting with their mentors at least weekly. Two thirds of all completers reported their interactions with their mentors to be “important” or “very important” (see Table 11).

<b>Table 10 (Teacher survey data)</b>						
Frequency of Contact with Peer Mentors by Preparation Type						
	ITP		DACP		EPI	
	N	Percent	N	Percent	N	Percent
Not yet	8	2.2	40	8.8	15	9.3
Once	37	10.2	93	20.5	30	18.6
Once monthly	44	12.2	105	23.2	25	15.5
A few times per month	77	21.3	114	25.2	37	23.0
Weekly	86	23.8	97	21.4	42	26.1
Nearly every day	109	30.2	4	.9	12	7.5
TOTAL	361	100	453	100	161	100

<b>Table 11 (Teacher survey data)</b>						
Importance of Mentors to Teachers Professional Development by Preparation Program Type						
	ITP		DACP		EPI	
	N	Percent	N	Percent	N	Percent
Highly important	162	44.8	194	42.8	70	42.7
Important	84	23.2	111	24.5	39	23.8
Somewhat important	70	19.3	71	15.7	25	15.2
Not very important	46	12.7	77	17.0	30	18.3
Total	362	100	453	100	164	100

There has been considerable research on the advantages (or lack thereof) of beginning teachers working with mentors holding the same educational specialty. We were able to track the trends in matching subject areas among the three program types. In 2004-05, almost 90 percent of DACP mentors were assigned to beginning teachers with similar subject area specialties. This rate has declined to less than 80 percent in 2009-10 (see Figure 13). Both ITP and EPI completers also report between 70 and 80 percent of mentors with the same subject area expertise over the past four years.



The Florida Legislature established the Dale Hickam Excellent Teaching Program to keep good teachers in the classroom, and secondarily, to encourage districts to use teachers who hold certification from the National Board for Professional Teacher Standards (NBPTS) as mentors. Serving as a peer mentor for beginning teachers may also serve as a component of the Profile of Professional Growth, which is a professional portfolio required for renewal of their NBPTS certification.<sup>5</sup> In 2007-08, National Board certified teachers comprised over 40 percent of the responding mentors who held a teaching position themselves. In 2008-09, the figure dropped to slightly under 30 percent. This year, mentors were not included in the study.

### Influence of Peer Mentoring

Correlation analysis was used to describe the association between items specific to the support function of the peer mentors. The variables included frequency of contact with peer mentors; whether mentors had the same subject area expertise as the respondent; and how the teachers rated the importance of their mentors.

A significant and positive correlation ( $r = .275$ ) was found between teachers' amount of contact time with their mentor and the mentors' experience in the same or similar subject as the teacher. This finding means that mentors and teachers who have subject matter in common spend more time working together than those who do not share content background. Similarly, there was a significant and positive association ( $r = .327$ ) between sharing content area with the mentor and the mentor's importance to the development of the teacher, according to teacher respondents.

The most substantial correlation ( $r = .600$ ) was found between teachers' frequency of contact with their mentors and the mentor's importance to his or her professional development. This is a very

<sup>5</sup> [http://www.nbpts.org/userfiles/File/Profile\\_ProfGrowth.pdf](http://www.nbpts.org/userfiles/File/Profile_ProfGrowth.pdf)

strong finding -- the more time teachers spend with their peer mentors, the more highly they are valued (see Table 12).

It appears that the pedagogical knowledge and experience shared by mentors have as strong an association with the professional development of teachers as sharing skills and techniques specific to a shared content specialty. These findings suggest that mentor contact should be maximized to the extent possible. Mentor support is quite evidently a central component in supporting beginning teachers, along with the other school-level policies and practices discussed above.

<b>Table 12 (Teacher survey data)</b>				
Workplace supports and teacher outcomes: Pearson Correlation Coefficients				
		Frequency of contact	Same subject area	Important in development
Frequency of contact with mentor	Coefficient	1	<b>.275**</b>	<b>.600**</b>
	Sig. (2-tailed)	.	0.000	0.000
	N	975	970	974
Mentor and teacher have same subject area	Coefficient	<b>.275**</b>	1	<b>0.327**</b>
	Sig. (2-tailed)	0.000	.	0.000
	N	970	975	973
Mentor important in teachers' development	Coefficient	<b>.600**</b>	<b>0.327**</b>	1
	Sig. (2-tailed)	0.000	0.000	.
	N	974	973	979
*p <.05; **p <.01; ***p <.001				

### School Climate and Factor Analysis – Replication of Previous Studies

Teachers responded to eleven items about the school environment, ranging from formal support structures, such as formal observations and structured meetings, to less tangible school climate characteristics, such as feeling a part of the school community and having collaborative colleagues (see Table 13).

Beginning in the evaluation report conducted in 2007, we have reported findings on Exploratory Factor Analysis (EFA) on the 11 items that were hypothesized to be indicators of school climate. EFA is a statistical technique that can be used to seek patterns in responses to a series of items or questions. Items that share a similar response pattern are said to be indicators of a factor, usually thought of as an underlying construct that is being partially “measured” by the respective items contained in the factor. An EFA was conducted for three purposes. First, the analysis would determine whether the survey items shared similar response patterns to form theoretically plausible factors; second, the EFA would reduce the original eleven survey items to a smaller set of factors that can be used to determine whether these support factors are associated with teacher outcomes.

Third, when EFAs reveal theoretically plausible factors, the validity of the items is greatly increased.<sup>6</sup>

Results of the 2007 factor analysis indicated a three-factor solution. The items in these factors made theoretical sense, and represented ‘Principal support,’ ‘Teacher collaboration,’ and ‘School governance.’ The items contributing to the first factor had to do with either principal support or other formally structured events that provide the new teacher support and feedback. Items contributing to the second factor represented collaboration among teachers, including school policies that allocated time to pursue collaboration. The third factor represented facilitative and productive school policies: Are teachers involved in decision making? Do they share common beliefs and values? Are the school policies facilitative of the school mission? (Table 13 shows the exact wording of each item.)

We conducted the same factor analysis for the 2007-08 study. Factors were similar, but not identical, to those described above. Six items loading on the first factor represented ‘teacher collaboration,’ as well as ‘teacher governance.’ The items included several about collaborative opportunities and several about school policies that include teachers in decision-making. We will refer to this factor as ‘teacher collaboration and influence.’

The second factor in the 2007-08 study reflected the ‘principal support’ factor from the previous year’s study. Three items loaded on this factor and represented the principal’s effort to usher the teacher into the culture of the school through discussing the school’s mission, helping to integrate the teacher into the school community, and providing feedback about teaching, that is, playing an instructional leadership role.

The third factor was comprised of two items, but represented a less coherent theme. One item asked about formal meetings with other teachers, and the other asked about the responding teacher having been observed in the classroom. We called this factor ‘formal feedback mechanisms.’

In the 2008-09 study, we conducted a similar EFA, but with slightly different statistical properties: we allowed factors to correlate with one another; in the previous evaluation, we forced factors to be orthogonal (uncorrelated). This is often the default approach, but we decided to allow for factor intercorrelation because we believe, on theoretical grounds, that such factors as those described above would correlate in real life. For example, teachers who experience greater collaboration in their schools may also be likely to report more supportive principals.

Findings in the 2008-09 study supported the three-factor solution. Again, four items loaded on a Teacher Collaboration and Influence factor, three items loaded on a Principal Support factor, and two items loaded on a Formal Feedback factor. No items “cross-loaded” on more than one factor at a significant level.

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<sup>6</sup> For the Exploratory Factor Analysis (EFA), respondents from all teacher preparation routes were grouped together. A Varimax rotation was used. This rotation computes orthogonal, or uncorrelated, factors. The criterion for extraction was based on the Eigenvalues greater than one. A factor loading criterion of .3 was used as a cutoff value for inclusion in the discussion of the components of the factor. Results are presented in Table 8 below.

As in last year’s study, we chose to allow factors to correlate with one another – an oblique factor solution. Interestingly, items loaded similarly this year: six items strongly loaded on a Teacher Collaboration and Influence factor (see Table 13, Factor 1); two items loaded on a Principal Support factor (see Table 13 , Factor 2); and three items, on a Formal Feedback factor (see Table 13, Factor 3).

School climate and support variables	Factor 1	Factor 2	Factor3
1- How much are teachers involved in making important educational decisions in your school?	<b>0.696</b>	0.046	-0.130
2- How often do the teachers in your school work together to respond to student needs?	<b>0.665</b>	-0.102	0.238
3- Do the policies at your school contribute to or interfere with your ability to teach effectively?	<b>0.638</b>	0.146	-0.045
4- How often do the teachers in your school give each other feedback about teaching?	<b>0.584</b>	-0.074	0.301
5- How much do teachers at your school share common beliefs and values about what the mission of the school should be?	<b>0.529</b>	-0.033	-0.132
6- How often is time scheduled at your school to work collaboratively (e.g., team meetings, learning communities, etc.)	<b>0.519</b>	-0.007	0.128
7- Did your principal/assistant principal help you understand the overall mission and vision of your school?	-0.034	<b>0.841</b>	0.027
8- Did your principal/assistant principal help you become a valued member of the school community?	0.012	<b>0.826</b>	0.024
9- How many times during your first year of teaching were you formally observed in the classroom?	-0.183	-0.063	<b>0.804</b>
10- How often during your first year of teaching did your principal/assistant principal provide you useful feedback about your teaching?	0.133	0.236	<b>0.657</b>
11- How often did you meet formally with other new teachers in your first year of teaching?	0.125	0.010	<b>0.549</b>

Factor scores were computed for each respondent, thus providing values on ‘teacher collaboration and influence,’ ‘principal support,’ and ‘formal feedback mechanisms.’ These scores were then used in correlation analyses with several variables of interest: teachers’ ratings of their overall effectiveness and their expectations for being rehired; and principals’ intentions to rehire teachers.

### Results: School Support Factors and Teacher Outcomes

A bivariate correlation analysis was conducted to determine the association between the three school support factors and three dependent variables: whether the teacher has been (or is expecting to be) rehired for the next school year; the teacher’s self-reported overall teaching effectiveness; and the teacher’s intention to stay in the profession.

There were small but statistically significant correlations between the three teacher support factors and all three dependent variables (see Table 14). Correlation coefficients were between 0.1, and 0.2, effect sizes that are considered small. That is, the association among these factors and outcomes,

while statistically significantly different from zero, does not explain much of the variability among teachers regarding their effectiveness and employment status. However, it is important to note that all significant associations were in the predicted direction and these findings have persisted over three study years and three different samples.

<b>Table 14 (Teacher survey data)</b>				
Workplace supports and teacher outcomes: Pearson Correlation Coefficients				
		Teacher has been rehired for next year	Teacher self-reported effectiveness	Teacher plans to stay in teaching
Teacher collaboration and influence	Coefficient	-0.033	<b>.089**</b>	<b>0.217***</b>
	Sig. (2-tailed)	0.277	.003	.000
	N	1098	1096	1088
Principal support	Coefficient	<b>0.049</b>	<b>.002</b>	<b>0.105**</b>
	Sig. (2-tailed)	0.107	.940	.001
	N	1098	1096	1088
Formal feedback mechanisms	Coefficient	<b>.134**</b>	<b>.209**</b>	<b>0.075*</b>
	Sig. (2-tailed)	0.000	.000	.014
	N	1098	1096	1088
*p <.05; **p <.01; ***p <.001				

The positive coefficients indicate that teachers in schools with stronger support mechanisms are more likely to report higher levels of teaching effectiveness, are more likely to stay in teaching, and are more likely to have been rehired for the coming year. These findings suggest that new teachers are able to draw on their colleagues in a positive manner, and that they may feel more competent as a result. Collaborating with other teachers is facilitated through formal structures, such as scheduled meetings and making time for collaborative work. When these structures are in place, it appears that new teachers and veterans work more effectively together to resolve student issues.

#### A Caution on Interpreting Findings

The reader should exercise caution in inferring causality from the results of these correlation analyses. Teachers who met with their mentors more frequently may have received more help, and thus seen their mentors as having provided greater assistance to their development as teachers. However, an equally plausible explanation is that if teachers found mentors to be helpful, they would be expected to meet with their mentor more frequently. Therefore, further studies are needed to explore the issue of causality and to make claims about the effects of specific program components. Such cautions should be understood for all correlational analyses. It is also of interest that the correlations found in this study were of near-identical magnitude to those reported in the evaluation studies conducted over the last three years.

## Analysis of Teacher Competency

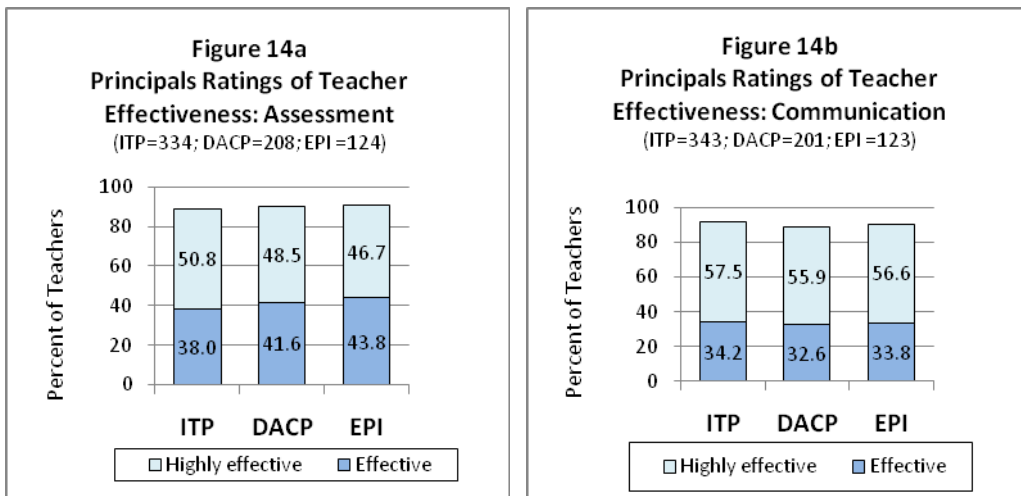
A central issue in teacher preparation program policy is the comparative quality of teachers who have taken different routes to teacher preparation. Principals were asked three types of questions related to the quality of their teachers. First, they were asked to rate each teacher on his or her performance in each of the 12 Florida Educator Accomplished Practices (FEAPs). In addition, principals were asked about the performance of the teacher in reading instruction and preparing students to take standardized achievement tests. Finally, they were asked whether each teacher met their criteria for rehiring.

Teachers were also asked to evaluate their teacher preparation programs in terms of the FEAPs. Since the teacher survey included multiple items per FEAP (unlike the principal survey, which included only one item per FEAP), we were provided the opportunity not only to see how well prepared the teacher felt, but also whether there were other underlying or unifying themes in the FEAP items (see below).

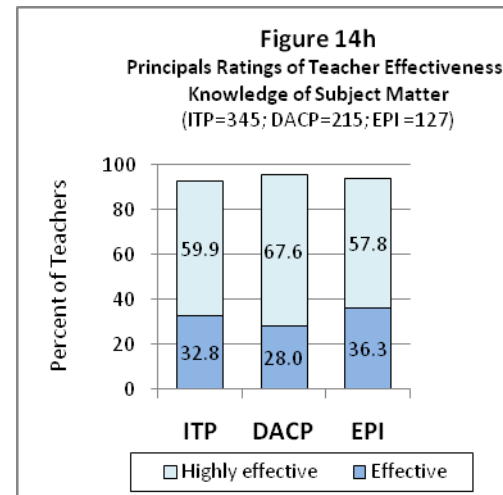
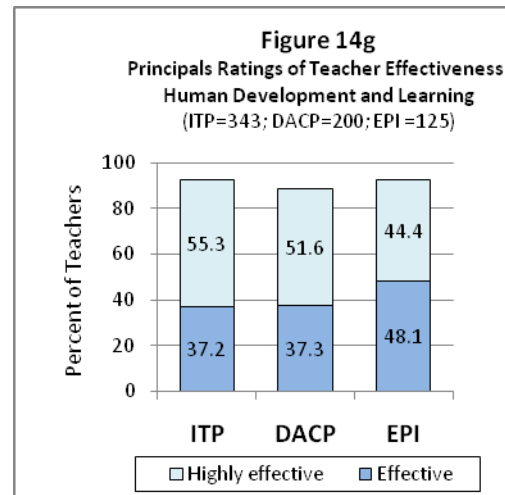
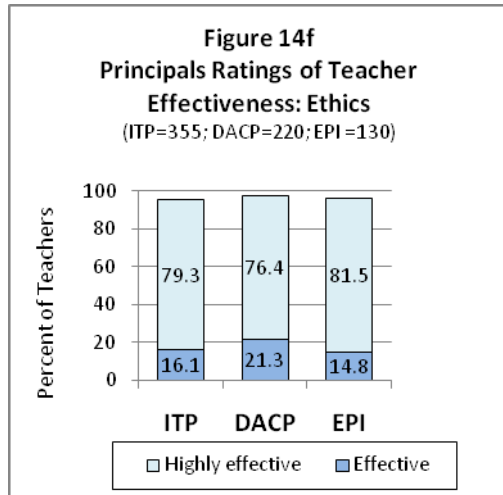
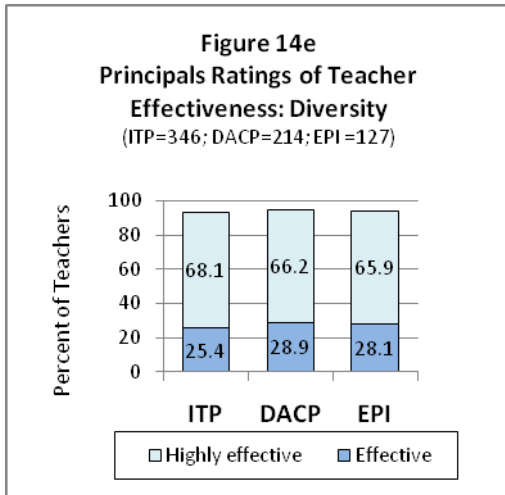
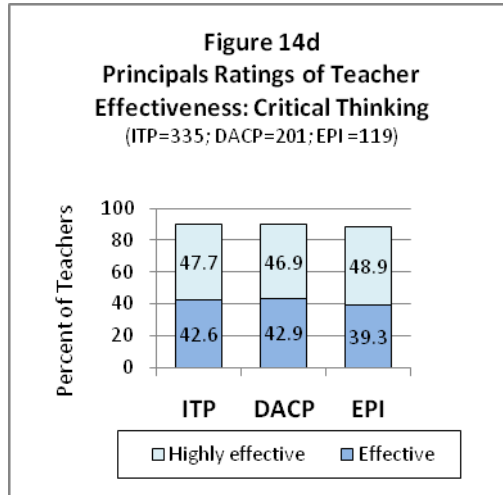
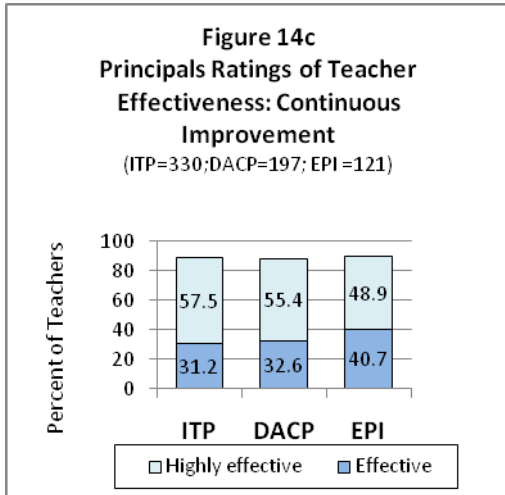
### Principal Ratings of Teacher Competency

Figures 14a-n shows the principal ratings on each FEAP, broken down by teacher preparation programs. Principal ratings of teacher competency were very high across all FEAPs, and did not differ substantially by program type. Principals were also asked whether individual teachers met their criteria for rehiring (see Figure 15). As in the ratings of the teachers' competency, there were no differences between program types. Principals reported that over 93% of teachers met their criteria for rehiring, regardless of program type.

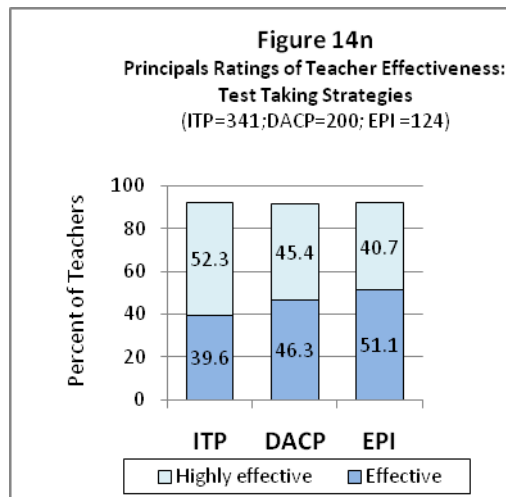
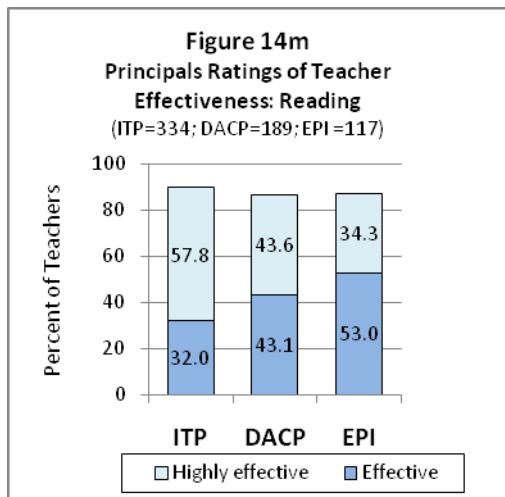
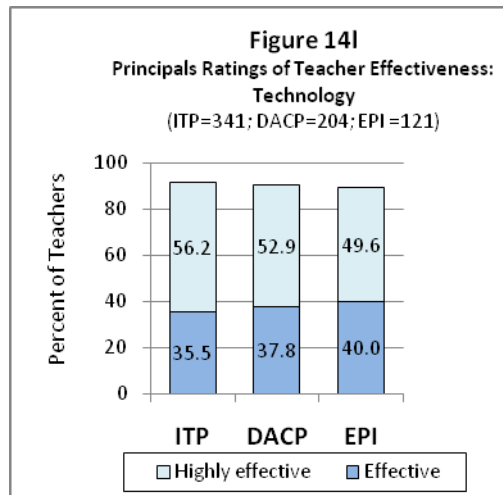
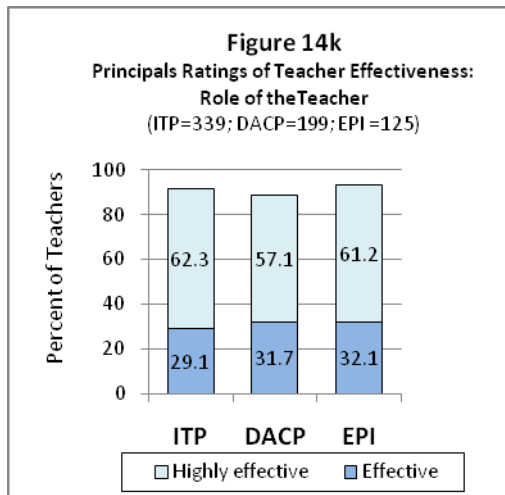
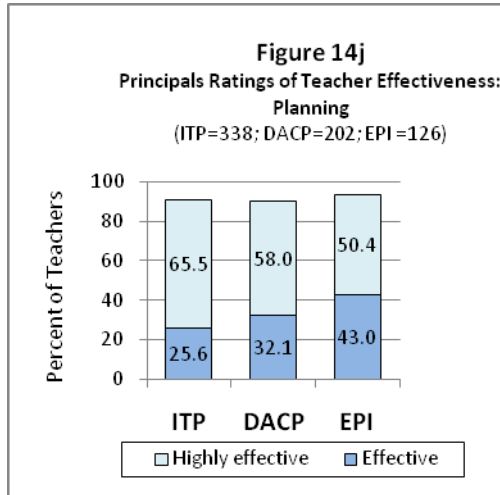
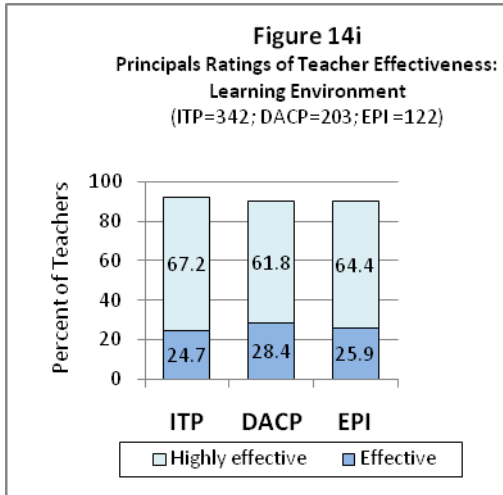
**Figures 14a-n (Principal survey data)**

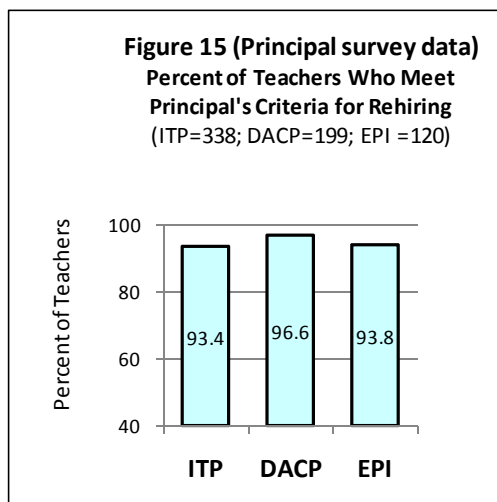


**Figures 14a-n, cont. (Principal survey data)**



**Figures 14a-n, cont. (Principal survey data)**





### Teacher Self-Ratings of Teaching Competency

Teachers were asked how well prepared they felt on indicators of each individual FEAP, in addition to teaching reading and test preparation skills. All told, participants were asked to rate 41 items on a 1-4 scale. “1” meant the teacher’s program was “ineffective” in preparing them in the competency; “4” meant they felt their program was “highly effective” in preparing them for the competency. For each respondent, specific FEAP-identified items were averaged to summarize their perceptions on their preparedness for each FEAP. Table 15 shows respondents’ average ratings for the effectiveness of their program for preparing them for each FEAP.

Overall, EPI completers indicated they felt somewhat less prepared than DACP and ITP completers. Nevertheless, the average satisfaction with teachers’ pedagogical preparation was high across program types, with average scores ranging between 3.0 and 3.6 (see Table 15). The practice that teachers felt least prepared for was teaching test-taking strategies.

<b>Table 15 (Teacher survey data)</b>									
Mean Ratings on Participants' Perceptions of Preparation of FEAP Competencies by Certification Type									
	Certification Type								
	ITP			DACP			EPI		
	Mean	sd	n	Mean	sd	n	Mean	sd	n
<b>FEAP 1</b> (Assessment)	3.24	0.67	450	3.40	0.58	535	3.20	0.63	197
<b>FEAP 2</b> (Communication)	3.33	0.58	443	3.45	0.55	525	3.31	0.57	191
<b>FEAP 3</b> (Continuous Improvement)	3.34	0.59	437	3.40	0.58	517	3.24	0.61	195
<b>FEAP 4</b> (Critical Thinking)	3.33	0.60	451	3.43	0.58	535	3.28	0.63	199
<b>FEAP 5</b> (Diversity)	3.45	0.54	443	3.50	0.55	524	3.37	0.55	191
<b>FEAP 6</b> (Ethics)	3.54	0.55	441	3.58	0.52	527	3.52	0.53	190
<b>FEAP 7</b> (Human Development & Learning)	3.38	0.60	448	3.45	0.57	531	3.32	0.63	199
<b>FEAP 8</b> (Knowledge of Subject Matter)	3.27	0.63	444	3.29	0.64	534	3.14	0.65	197
<b>FEAP 9</b> (Learning Environment)	3.36	0.57	447	3.48	0.54	536	3.43	0.51	198
<b>FEAP 10</b> (Planning)	3.37	0.58	454	3.42	0.57	529	3.34	0.59	196
<b>FEAP 11</b> (Role of Teacher)	3.32	0.61	438	3.38	0.60	520	3.29	0.61	192
<b>FEAP 12</b> (Technology)	3.21	0.67	445	3.30	0.67	523	3.21	0.68	194
<b>Skill 13</b> (Reading)	3.32	0.65	439	3.41	0.57	524	3.26	0.60	196
<b>Skill 14</b> (Test-Taking Strategies)	3.03	0.77	452	3.28	0.68	537	3.02	0.74	197

In order to determine common themes among the new (and unidentified) FEAP items, an exploratory factor analysis was conducted. As described above, EFA is a statistical technique used to find patterns in responses to a series of items or questions. Items that correlate with each other are said to be indicators of a factor, usually thought of as an underlying construct that is being partially “measured” by the respective items contained in the factor.

In designing the survey, the number of items included about each FEAP was reduced to two or three, so that the total number of FEAP items, including the extra items on reading and test-taking strategies, was reduced to 41. Second, the items were no longer explicitly identified as components of each FEAP. Instead, the goal was to validate the items by determining whether they correlated with each other in such a way that items grouped together formed coherent themes. If they did, how many themes would there be, and how well would they reflect or subsume the original FEAPs?

In last year’s evaluation, an EFA identified four common themes, or factors, among the 41 FEAP items. The first was labeled “Instructional Strategies,” including items about strategies for improving students’ critical thinking, planning for instruction, and providing feedback to students. The second theme described “Research and Assessment Skills,” and included items about assessing student achievement, using assessment results to improve instruction, monitoring student performance, and others. The third factor concerned “Professional Ethics,” and included items about ethical standards, treating students equitably, and recognizing and dealing with cultural differences.

The fourth and final factor included items about the teacher’s “Use of Technology”, and included items about choosing relevant instructional materials, using technology to manage student data, and finding resources outside the classroom to enhance learning.

As discussed above, we allowed factors to correlate in this year’s analysis, since there are strong reasons to believe that the factors are associated in real life. That is, for example, teachers who score high on Research and Assessment Skills would also probably score high on Instructional Strategies. The component matrix is presented in Table 15.

The findings are remarkably similar to those in two previous evaluations. The Exploratory Factor Analysis (EFA) identified four factors whose description is the same as the previous four: Instructional Strategies, Research and Assessment Skills, Professional Ethics, and Use of Technology. Table 16 presents factor loadings, with absolute value over 0.3 highlighted in bold for all 41 items. Almost all items were represented in one of the four factors, and only two loaded on two factors over the level of  $\pm 0.3$ . Multiple loadings on factors are not uncommon, especially in oblique factor solutions.

Once the four factors were identified, we took an unconventional approach to calculating factor scores for the students, as we did in last year’s evaluation. The standard approach to calculating factor scores is to multiply each item by the factor weighting from the EFA, and then add the products to compute the factor score. In particular, it is the respondents’ standardized score<sup>7</sup> (or z-score) on each item that is multiplied by the factor weight.

Standardizing factor scores would not provide a way to determine how competent teachers felt on each of the factors, because the distribution of factor scores always has a mean of zero. So using standard factor scores would enable us to determine which respondents felt more competent than others, but it would not allow us to find the absolute level of competence expressed in the sample, since the EFA means will always equal zero – no matter the level of competence the teachers report.

Instead, we borrowed from the findings in the EFA to identify which items were best associated with each of the four factors, and we added them as unweighted and unstandardized scores to compute a score for each of the constructs identified in the EFA. This allowed us not only to group items according to their contribution to each new construct, but also to determine the actual levels of competence reported by the respondents.

Factor scores ranged from 1 to 4: 1 meant the teacher’s program was “ineffective” in preparing them in the competency; 4 meant they felt their program was “highly effective” in preparing them for the competency.

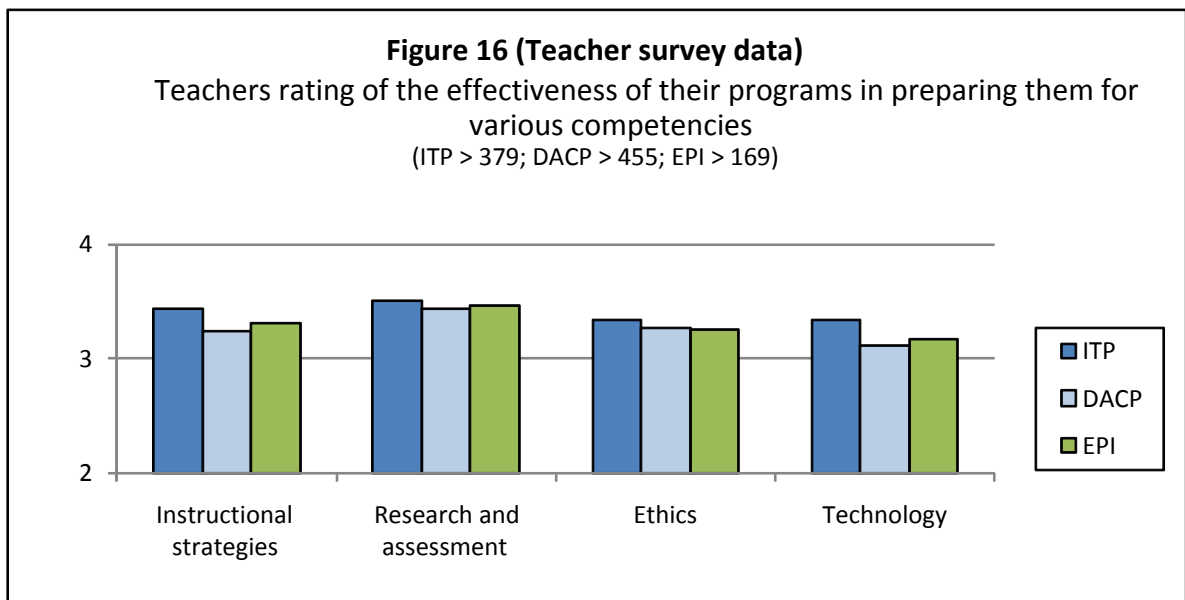
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<sup>7</sup> Standardized scores represent the number of standard deviations a given score deviates from the mean. A score which is equal to the mean receives a zero. Other scores typically range from three points below zero to three points above zero. The distribution of these scores is defined to have a mean of zero and a standard deviation of one.

<b>TABLE 16 (Teacher survey data) Pattern matrix from oblique factor analysis</b>				
How effective was your certification program in preparing you to :	Factor 1	Factor 2	Factor 3	Factor 4
1 - Identify strategies that expand students' critical thinking.	<b>0.858</b>	0.053	-0.051	0.117
2 - Plan activities that require students to gather information and solve problems.	<b>0.821</b>	-0.017	0.072	0.102
3 - Incorporate activities that promote positive communication among students.	<b>0.719</b>	0.093	0.066	0.090
4 - Provide opportunities for students to receive constructive feedback on individual work and behavior.	<b>0.737</b>	0.034	0.063	0.052
5 - Use relevant materials and technologies to promote student learning.	0.081	0.078	<b>0.787</b>	0.154
6 - Apply learning theories and knowledge of human development to first and second language acquisition processes.	<b>0.593</b>	0.089	0.159	0.061
7 - Plan lessons with specific learning and performance outcomes that are based on the Sunshine State Standards and that meet the needs of all students.	<b>0.644</b>	0.072	0.154	0.257
8 - Collaborate with other educators when planning lessons.	0.373	0.091	0.312	-0.053
9 - Develop technology enriched learning activities that meets the diverse needs of students.	0.043	-0.045	<b>0.940</b>	0.136
10 - Reflect on practice and modify instruction as needed.	<b>0.724</b>	0.083	0.070	0.169
11 - Recognize and identify developmental differences among students.	<b>0.813</b>	-0.024	0.053	0.077
12 - Incorporate reading strategies in instructional planning in various subject areas.	<b>0.792</b>	-0.035	0.069	0.089
13 - Establish classroom routines and procedures that promote a positive and safe learning environment.	<b>0.547</b>	0.281	-0.083	-0.003
14 - Employ a variety of assessment strategies to determine students' performance of specified outcomes such as Sunshine State Standards.	<b>0.772</b>	0.032	0.020	-0.005
15 - Maintain academic focus for all students through the use of various techniques that address differences in learning styles.	<b>0.805</b>	0.065	-0.010	0.017
16 - Use a variety of teaching techniques and strategies to effectively instruct all students, including students with diverse learning needs.	<b>0.782</b>	0.092	0.004	0.078
17 - Use instructional time effectively.	<b>0.584</b>	0.169	0.044	-0.138
18 - Modify instruction based upon assessed student performance.	<b>0.825</b>	-0.076	0.027	-0.154
19 - Use technology in instructional delivery to enrich student learning experiences.	-0.015	0.038	<b>0.888</b>	0.033
20 - Use resources outside the classroom to enrich student learning experiences.	0.207	0.191	0.400	-0.215
21 - Demonstrate how knowledge can be applied to real-world settings.	0.342	0.222	0.257	-0.221
22 - Use assessment data to improve student achievement.	<b>0.611</b>	0.046	0.034	<b>-0.360</b>
23 - Use questions and activities that engage students in higher order thinking.	<b>0.796</b>	0.115	-0.039	0.040
24 - Use a variety of developmentally appropriate activities to engage and motivate students.	<b>0.756</b>	0.095	0.050	0.015
25 - Demonstrate an understanding of how the subject is linked to other disciplines.	<b>0.595</b>	0.072	0.135	-0.165
26 - Use results from individual reading assessments to improve student academic performance.	<b>0.786</b>	-0.095	-0.023	<b>-0.340</b>
27 - Recognize signs of students' difficulty with the reading and use appropriate techniques to improve students' reading.	<b>0.770</b>	-0.071	-0.012	-0.266
28 - Prepare students for taking standardized tests by using aggregated data to create and assess instruction that focuses on improving student achievement.	<b>0.613</b>	-0.065	0.127	-0.376
29 - Monitor student performance on core benchmarks throughout the year.	<b>0.553</b>	0.035	0.156	<b>-0.314</b>
30 - Use technology tools to manage and evaluate student data.	0.029	0.031	<b>0.702</b>	-0.264
31 - Make reasonable efforts to protect students from harmful conditions that interfere with their learning.	0.013	<b>0.693</b>	0.124	-0.131
32 - Adhere to ethical standards expected of an educator in the classroom and in the school community.	0.068	<b>0.908</b>	-0.040	0.177
33 - Adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.	0.067	<b>0.904</b>	-0.050	0.176
34 - Treat students equitably by fostering acceptance of diversity in the classroom.	0.033	<b>0.880</b>	0.019	0.093
35 - Communicate effectively with families and students from culturally diverse backgrounds.	0.012	<b>0.677</b>	0.119	-0.241
36 - Adapt communication style based on the needs of individuals and groups.	0.102	<b>0.597</b>	0.178	-0.214
37 - Access relevant educational research.	0.146	<b>0.433</b>	0.229	-0.197
38 - Implement strategies acquired through professional growth opportunities.	0.270	<b>0.437</b>	0.164	-0.204
39 - Provide meaningful feedback regarding student performance to families.	0.177	0.378	0.222	<b>-0.366</b>
40 - Work with colleagues to improve students' educational experiences.	0.156	0.382	0.285	-0.267
41 - Demonstrate knowledge of research-based, developmentally appropriate reading strategies.	<b>0.455</b>	0.282	0.051	-0.229

The findings show that teachers felt very well prepared in the four competencies identified in the EFA. For all program types, means ranged between 3 and 3.5, meaning the average rating for their preparation was between highly effective and effective. A breakdown by program type shows slight but consistent differences. For all four factors, ITP teachers felt better prepared, but the differences were small.

Although there is a temptation to attribute the differences to fewer hours of preparation, gauging this has become more difficult as “alternative” delivery systems are becoming the norm. For example, many courses are delivered online across preparation types, and actual contact hours are difficult to determine. Nevertheless the average teacher satisfaction with their pedagogical preparation was high across program types (see Figure 16).



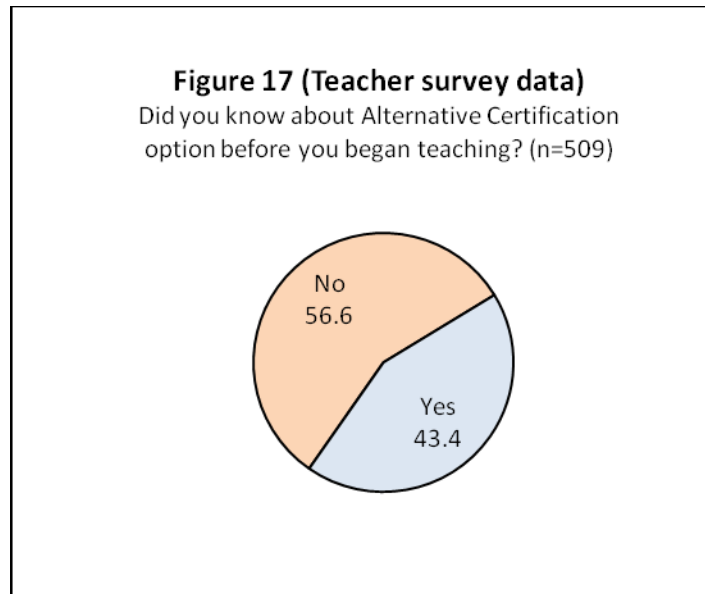
## Outreach and Recruitment

### Marketing and Publicizing the Alternative Certification Programs

Policymakers and educational professionals in Florida have been creative and forward-thinking in finding ways to broaden the teacher labor market – to attract “non-traditional” individuals to the education profession. DACPs and EPIs have shown considerable growth since their inception: District Alternative Certification Programs (DACPs), which all districts must offer to teachers working in the public schools holding Temporary Certificates; and Educator Preparation Institutes (EPIs), offering college graduates a means to certification.

For such programs to be successful, it is not sufficient that they be well conceptualized and designed. They must also be broadly marketed to attract persons who may be considering career changes, or who need to become certified to continue and advance in their educational careers. Both DACPs and EPIs are doing an excellent job reaching these audiences, and enrollment in both programs continues to grow significantly.

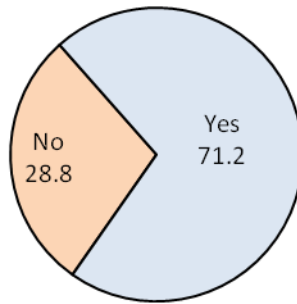
Among DACP completers who responded to the survey, 43.4 percent had heard of the program before entering the profession, virtually the same in last year’s evaluation (45%), (see Figure 17). Overall, the district alternative certification option has remained relatively unchanged in visibility since its inception.



Even more significantly, among the respondents who were aware of the district alternative certification option before entering teaching, 71.2 percent said that knowing about the DACP option did serve as an incentive for their choosing to enter the field (see Figure 18).

**Figure 18 (Teacher survey data)**

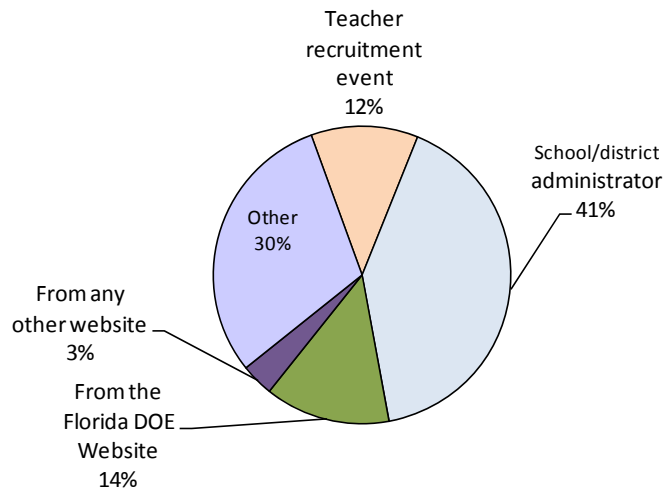
Did knowing about Alternative Certification have an influence on your decision to teach? (n=219)



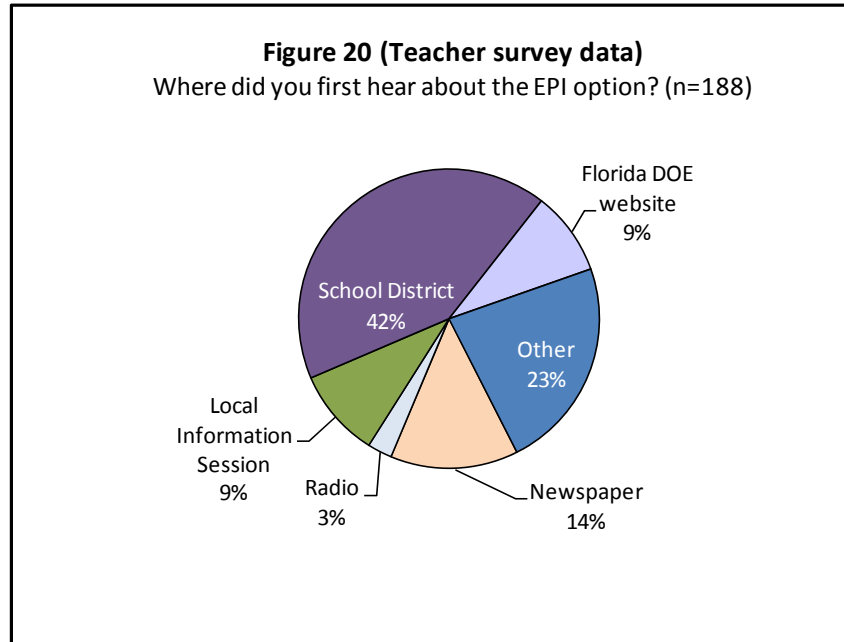
More than forty percent of the respondents first heard about the district alternative certification option from school or district administrators. The district staff and administration are doing well in fulfilling their role in making teachers holding Temporary Certifications aware of their options for earning the Professional Certificate. Additionally, as Figure 19 shows, 12 percent learned of the program through recruitment events or from the FDOE website (14%). Thus, continuing and even stepping up such marketing efforts appears to be valuable, especially given their relatively low cost.

**Figure 19 (Teacher survey data)**

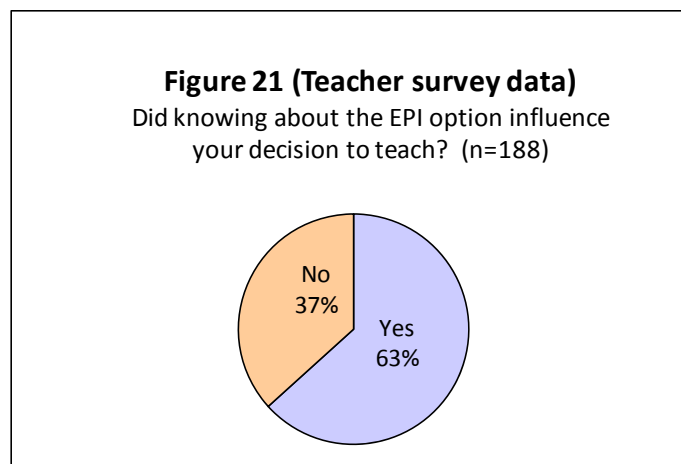
Where did you first hear about the Alternative Certification option? (n=507)

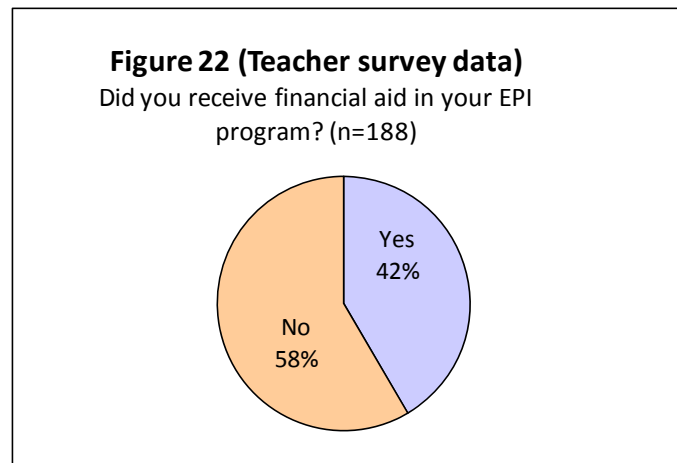


School district administrators and staff (42%) were the most common initial information source for the EPI option, as they were for teachers who pursued DACP option. Interestingly, 14 percent indicated they learned of the EPI option from newspapers. EPI administrators should consider increasing their newspaper exposure, as it is a relatively low-cost strategy for reaching a broad demographic, and has proven to be effective (see Figure 20).



EPI marketing efforts were successful. Among responding EPI completers, 63 percent reported that knowing about the EPI option influenced their decisions to teach, up nearly 10 percentage points from the previous year. Additionally, nearly half of the EPI respondents (42%) took advantage of student loan programs, a 10 percent decrease from the previous year (see Figures 21-22).





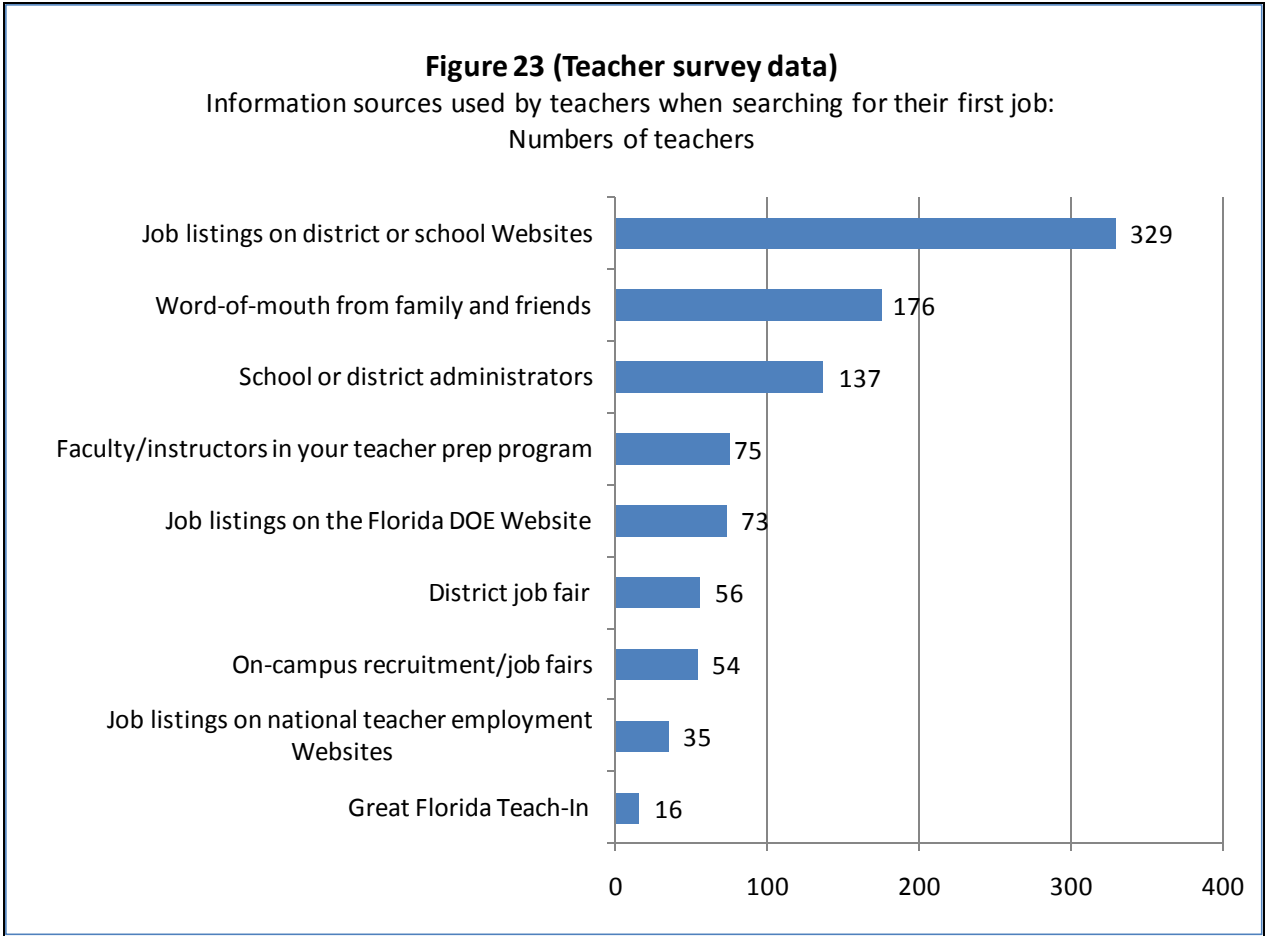
### Teacher Choice of First Job

District and schools' abilities to target teacher recruitment efforts and to attract beginning teachers to schools of greatest staffing needs are difficult in part because the research literature tells us little about teachers' labor market decision making. The most consistent body of evidence suggests that, like most professions, teachers consider prevailing wages when they make decisions about entering the teacher workforce (Baugh & Stone, 1982). Additionally, teacher compensation influences teachers' entries and exits from the teacher labor market, as well as their mobility between schools (Brewer, 1996; Gritz & Theobald, 1996; Hanushek et al., 2004; Lankford et al., 2002). Economic incentives, improvement in working conditions, teacher induction and mentoring, opportunities for professional development and growth have been shown to influence teachers' choice of their first school (Kolbe & Rice, 2008; Rice et al., 2008).

Other non-monetary factors such as working conditions (e.g., class size; Cannata, 2007), preference for living in a particular area or community, geographic location (Boyd, Lankford, Loeb and Wyckoff, 2003), timing of job offers (Levin & Quinn, 2006); and opportunities for mentoring and induction (Smith & Ingersoll, 2004) may all influence teacher labor market decisions.

In summary, it is clear from the literature that teachers weigh many factors simultaneously in their decision making. Prior research has often focused on the influence of one particular factor (e.g., salary or student characteristics). This leaves policymakers and educational leaders with the difficult task of crafting effective recruitment and placement policies without the insight that a more developed research literature would provide.

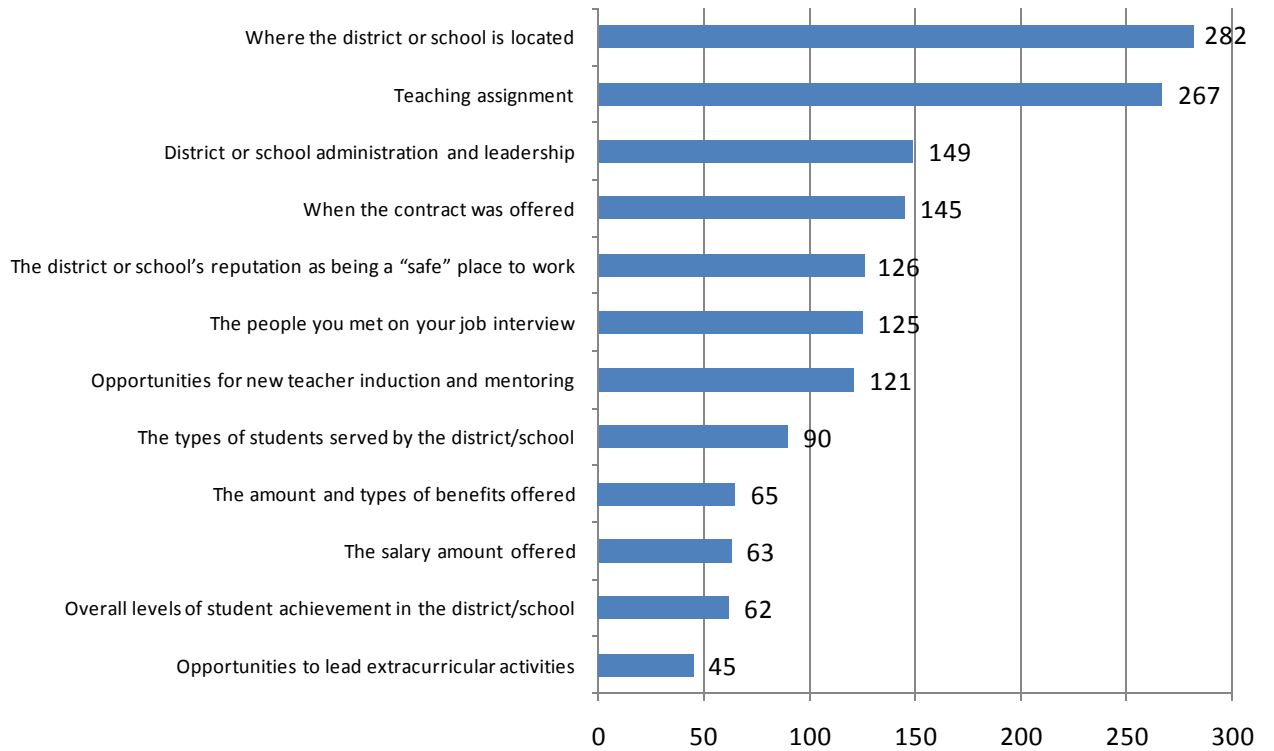
Teachers reported that the most important information sources they used when searching for their first job were local: job listings on district or school websites; word-of-mouth from family and friends; school or district administrators (see Figure 23). The local sources for job information may reflect a decline in hiring teachers in 2009-10 due to the economic recession. These local sources of information far exceeded state and national recruitment efforts.



Our findings show that school leaders seeking to attract teachers to fill openings have considerable leverage when competing for teachers. Although most teachers in the sample said that geographic location of the school was the most important factor in seeking their first job, the next most cited factors are under the control of school policy and leadership: their teaching assignment and school (or district) leadership. (Teaching assignment was a much lower priority for teachers in previous years.) Teachers placed a high priority on “safe” districts, and being offered a contract in timely fashion. These results point out that the same factors are important in recruiting teachers as in retaining them (see Figure 25). As the literature has shown, teachers cared less about salary and benefits: it was among the least important factors in first job selection. It is important to realize, however, that school and district administrators generally have few degrees of freedom when it comes to salary and benefit offers. These are tightly proscribed in most Florida school districts. But policymakers at the district and school level should know that there are many strategies to compete for the best teachers. Those strategies center on making their schools inviting places to work, with strong professional support structures and opportunities for professional development.

**Figure 24 (Teacher survey data)**

Importance of various factors in teacher's consideration of first teaching position:  
Numbers of teachers



## Findings and Conclusions

### 1. Continuous data-based improvement

The Florida Department of Education currently provides findings from this evaluation report and additional data analyses to individual teacher preparation programs. ITPs, DACPs and EPIs will be able to use these findings, to the extent possible, to identify strengths and weaknesses in different components of their programs. Recommendations had been made in prior reports to this effect, and the FDOE has responded accordingly.

### 2. Expansion of the Teaching Labor Pool

The demographic profile of the population of 2008-09 program completers who were teaching in the schools in 2009-2010 confirms that the state's efforts to expand the teaching labor pool have succeeded in many ways:

There were higher percentages of male teachers among DACP (29.0 %) and EPI completers (25.7%) than in ITP programs (13.2%) among 2008-09 completers. The differences in gender representation have remained stable over time. In addition, alternative programs attracted older teachers than ITP programs. Two thirds of the recent DACP and more than 75 percent of EPI completers teaching in Florida public schools are over 30 years old, compared to only 34.6 percent of ITP completers.

### 3. Critical Shortage Areas

The teaching assignments of program completers show that Florida continues to succeed in addressing critical shortage areas through alternative preparation programs. The largest teacher shortages in Florida and nationally are in middle and high schools. Teaching assignments of ITP completers differed substantially from DACP and EPI completers. Around two thirds of DACP (71.3%) and EPI (63.8%) completers were teaching at the secondary level (grades 6-12). These rates are significantly higher than ITP completers, among whom 30.8 percent were assigned to secondary schools.

### 4. Florida Educator Accomplished Practices (FEAPs)

The FEAPs are the common set of competencies in all of Florida's teacher preparation programs. Overall, the results indicate that the FEAPs serve as a common language and set of expectations for inservice teachers in addition to their role as competency criteria. Survey results show that a new teacher's competency in the FEAPs mirrors his or her principal's expectations for performance and serves as a good predictor of whether that individual will meet criteria for re-employment.

5. Teacher Level of Preparedness

Teachers and principals who responded to the survey all reported high levels of satisfaction with the level of preparedness of teachers from all program types, responding with favorable ratings on both teachers' competency levels and eligibility for rehire.

6. Peer Mentoring and Induction Support

Most teachers placed a high value on structured support programs and on peer mentoring as contributing to their professional development. Around three out of four teachers participated in a formal induction program, with most rating their programs as overall "effective" or "very effective." Over 80 percent of ITP, 86 percent of DACP, and 85 percent of EPI respondents had been assigned a peer mentor in their first year of teaching. Over 80 percent reported that their peer mentor was at least "somewhat important" to "very important" in their professional development.

7. Teacher Recruitment and Retention

Although most teachers in the sample said that geographic location of the school was the most important factor in seeking their first job, the next most cited factors are under the control of school policy and leadership: their teaching assignment and school (or district) leadership. (Teaching assignment was a much lower priority for teachers in previous years.) Teachers placed a high priority on "safe" districts, and being offered a contract in timely fashion. These results point out that the same factors are important in recruiting teachers as in retaining them.

8. Preparation for the Classroom

Overall, completers of all three programs agreed that more applicable scenarios such as hands-on internships, classroom observations, or more time with their mentors would be the most beneficial adjustments to their preparation programs – across the board.

## **Recommendation**

The following is a recommendation from the analysis of quantitative and qualitative data.

*The FDOE should conduct an independent study that determines whether student achievement is influenced by the preparation route their teachers took.*

Such a study should be an extension of the current research on the value added by different teacher preparation programs. A recent study was conducted on the effect of certification by the ABCTE (American Board for Certification of Teacher Excellence) on student achievement. FDOE should contract such a study that would estimate the effects of ITP, DACP, and EPI preparation programs on student achievement in math and reading.

# Appendices

## APPENDIX A

### VALIDATION

*The Following section is extracted from a, “Beginning Teachers from Florida Teacher Preparation Programs, January 2008.”*

*(<http://www.altcertflorida.org/pdf/Beginning%20Teachers%20in%20Florida%2001-07-08.pdf>)*

#### FEAPs Ratings Validation

This section presents empirical evidence that supports the validity of the ratings of teachers’ performance on Florida Educator Accomplished Practices (FEAPs) according to their principals’ ratings and teachers’ self-rating. This directly addresses the question of whether principals’ and teachers’ ratings of effectiveness are plausible indicators of actual competency. To this end, several measures, including overall perceptions of effectiveness and whether teachers meet principals’ criteria for rehiring, document the consistency of the FEAPs ratings as indicators of quality teaching, that is, teachers that principals wish to retain. Presented below are the results of several analyses, each of which augments the validity of the FEAPs ratings as indicators of teacher competency.

#### Principal Ratings and Teacher Self-ratings

Both teachers and principals provided ratings of teachers’ competencies on each of the twelve FEAPs. Teachers provided self-reported ratings for each FEAP. Principals rated teachers on each FEAP.

Teachers and principals shared a similar pattern across all FEAPs (see Figures 26 a-n). Teachers’ self-assessments were significantly higher than principals’ ratings; however, both sets of ratings reflected an overall positive appraisal of new teachers’ effectiveness. Furthermore, teachers were asked to rate their own overall effectiveness. These responses were correlated with the mean principal rating of teachers across all 12 FEAPs. The bivariate correlation between teachers’ overall ratings and the principals’ was .28 ( $n = 308$ ;  $p < .001$ ), indicating a statistically significant moderate correlation between the two measures. Thus, there is convergence in how both teachers and principals appraise teachers’ performance on the FEAPs. This finding supports the validity of the FEAPs ratings, in so far as both teachers and principals independently arrived at similar conclusions about teachers’ competencies.

#### Principal FEAP Ratings and Teacher Rehire

As discussed in the prior section, principal and teacher FEAPs ratings were similar. Principal FEAPs ratings were also strong predictors of the principals’ evaluation of the “rehirability” of the teacher for the following academic year. Principals were asked, “Does this person meet your criteria for rehiring?” The correlation between the principals’ responses to this question and the principals’ overall FEAP ratings was calculated to be .30 ( $n = 312$ ;  $p < .001$ ), thus indicating a moderate correlation between their FEAPs ratings and their intentions to rehire. Furthermore, according to

principals' ratings, teachers who scored below 70 percent effectiveness in the FEAPs were 17 times more likely not to be rehired than teachers who scored over 70 percent on their FEAPs effectiveness ratings.<sup>8</sup>

### Summary of Validation Evidence

Results indicate a strong case for the validity of the FEAPs ratings as a measure of teacher quality. Both teachers and principals provide similar ratings of teachers on the FEAPs, thus indicating a shared perspective on teacher competency. This is important to note because it indicates that what is being measured by the FEAPs ratings is readily identifiable by both teachers and principals and scored similarly by the two groups.

Additionally, principals' FEAPs ratings are good predictors of principals' evaluation of whether the teachers meet the criteria for rehiring. Teachers who were given high ratings by principals were much more likely to be rehired the following year than were teachers who received low FEAPs ratings.

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<sup>8</sup> A logistic regression model was analyzed to predict the odds of meeting the criteria for rehiring according to principal evaluations of teachers' effectiveness on the FEAPs.

<b>Appendix B1 ( All employed program completers )</b>			
Percentage of 2008-09 ITP Completers Employed in Florida Public Schools in 2009-10			
	All Program Completers	Completers Employed in Florida Public Schools	Percentage of Completers Employed in Florida Public Schools
Barry University	179	96	53.6%
Bethune Cookman University	34	16	47.1%
Chipola College	4	3	75.0%
Clearwater Christian College	22	3	13.6%
Florida Agricultural & Mechanical Univ.	103	62	60.2%
Florida Atlantic Univeristy	604	569	94.2%
Florida Gulf Coast Univeristy	205	134	65.4%
Florida Institute of Technology	2	1	50.0%
Florida International University	444	207	46.6%
Flagler College	116	67	57.8%
Florida College	9	2	22.2%
Florida Memorial University	40	24	60.0%
Florida Southern College	67	38	56.7%
Florida State University	510	264	51.8%
Jacksonville University	8	7	87.5%
Lynn University	16	4	25.0%
Miami-Dade College	70	39	55.7%
Nova Southeastern University	467	398	85.2%
Palm Beach Atlantic University	28	28	100.0%
Rollins College	18	4	22.2%
Saint Leo University	231	185	80.1%
Southeastern University	36	18	50.0%
St. Petersburg College	184	129	70.1%
Stetson University	117	86	73.5%
University of Central Florida	1106	586	53.0%
University of Florida	295	180	61.0%
University of North Florida	404	222	55.0%
University of Miami	86	28	32.6%
University of Tampa	80	39	48.8%
University of South Florida	1233	852	69.1%
University of West Florida	314	154	49.0%
Warner Southern College	12	8	66.7%
<b>Total</b>	<b>7044</b>	<b>4453</b>	<b>63.2%</b>

**Appendix B2 ( All employed program completers )**

Percentage of 2008-09 DACP Completers Employed in Florida Public Schools  
in 2009-10

	All Program Completers	Completers Employed in Florida Public Schools	Percentage of Completers Employed in Florida Public Schools
ALACHUA	1	1	100.0%
BAY	30	28	93.3%
BRADFORD	3	3	100.0%
BREVARD	23	23	100.0%
BROWARD	12	9	75.0%
CITRUS	9	8	88.9%
CLAY	21	20	95.2%
COLLIER	15	14	93.3%
DADE	327	284	86.9%
DESOTO	5	4	80.0%
DUVAL	79	69	87.3%
ESCAMBIA	56	50	89.3%
FLAGLER	2	2	100.0%
GADSDEN	5	5	100.0%
GLADES	4	4	100.0%
HARDEE	9	8	88.9%
HENDRY	10	7	70.0%
HERNANDO	15	15	100.0%
HIGHLANDS	15	14	93.3%
HILLBOROUGH	311	281	90.4%
INDIAN RIVER	17	17	100.0%
LAKE	4	4	100.0%
LEE	57	41	71.9%
LEVY	1	1	100.0%
LIBERTY	3	3	100.0%
MANATEE	33	25	75.8%
MARION	14	13	92.9%
OKALOOSA	10	9	90.0%
ORANGE	175	160	91.4%
PALM BEACH	62	56	90.3%
PASCO	99	94	94.9%
PINELLAS	72	70	97.2%
POLK	65	63	96.9%
PUTNAM	8	8	100.0%
SANTA ROSA	20	16	80.0%
SARASOTA	12	11	91.7%
SEMINOLE	22	16	72.7%
ST. JOHNS	3	3	100.0%
ST. LUCIE	10	8	80.0%
SUMTER	7	7	100.0%
SUWANNEE	3	3	100.0%
<b>Total</b>	<b>1649</b>	<b>1477</b>	<b>89.6%</b>

<b>Appendix B3 ( All employed program completers )</b>			
Percentage of 2008-09 EPI Completers Employed in Florida Public Schools in 2009-10			
	All Program Completers	Completers Employed in Florida Public Schools	Percentage of Completers Employed in Florida Public Schools
Brevard Community College	54	40	74.1%
Broward College	42	29	69.0%
Central Florida Community College	32	24	75.0%
Chipola College	6	4	66.7%
Daytona State College	89	59	66.3%
Florida Gulf Coast University	55	39	70.9%
Florida Keys Community College	2	1	50.0%
Florida State College at Jacksonville	133	82	61.7%
Gulf Coast Community College	51	23	45.1%
Hillsborough Community College	123	71	57.7%
Indian River State College	110	86	78.2%
Lake City Community College	24	19	79.2%
Lake-Sumter Community College	42	18	42.9%
Miami-Dade College	62	40	64.5%
North Florida Community College	15	8	53.3%
Northwest State College	78	36	46.2%
Palm Beach College	52	45	86.5%
Pasco Hernando Community College	83	52	62.7%
Pensacola Junior College	54	26	48.1%
Polk State College	197	156	79.2%
Santa Fe College	39	23	59.0%
Seminole State College of Florida	41	28	68.3%
South Florida Community College	18	11	61.1%
St. Johns River Community College	142	81	57.0%
St. Petersburg College	37	12	32.4%
State College of Florida Manatee- Sarasota	111	61	55.0%
Tallahassee Community College	15	6	40.0%
University of Florida	30	18	60.0%
University of North Florida	75	61	81.3%
University of West Florida	61	25	41.0%
Valencia Community College	89	57	64.0%
<b>Total</b>	<b>1962</b>	<b>1241</b>	<b>63.3%</b>

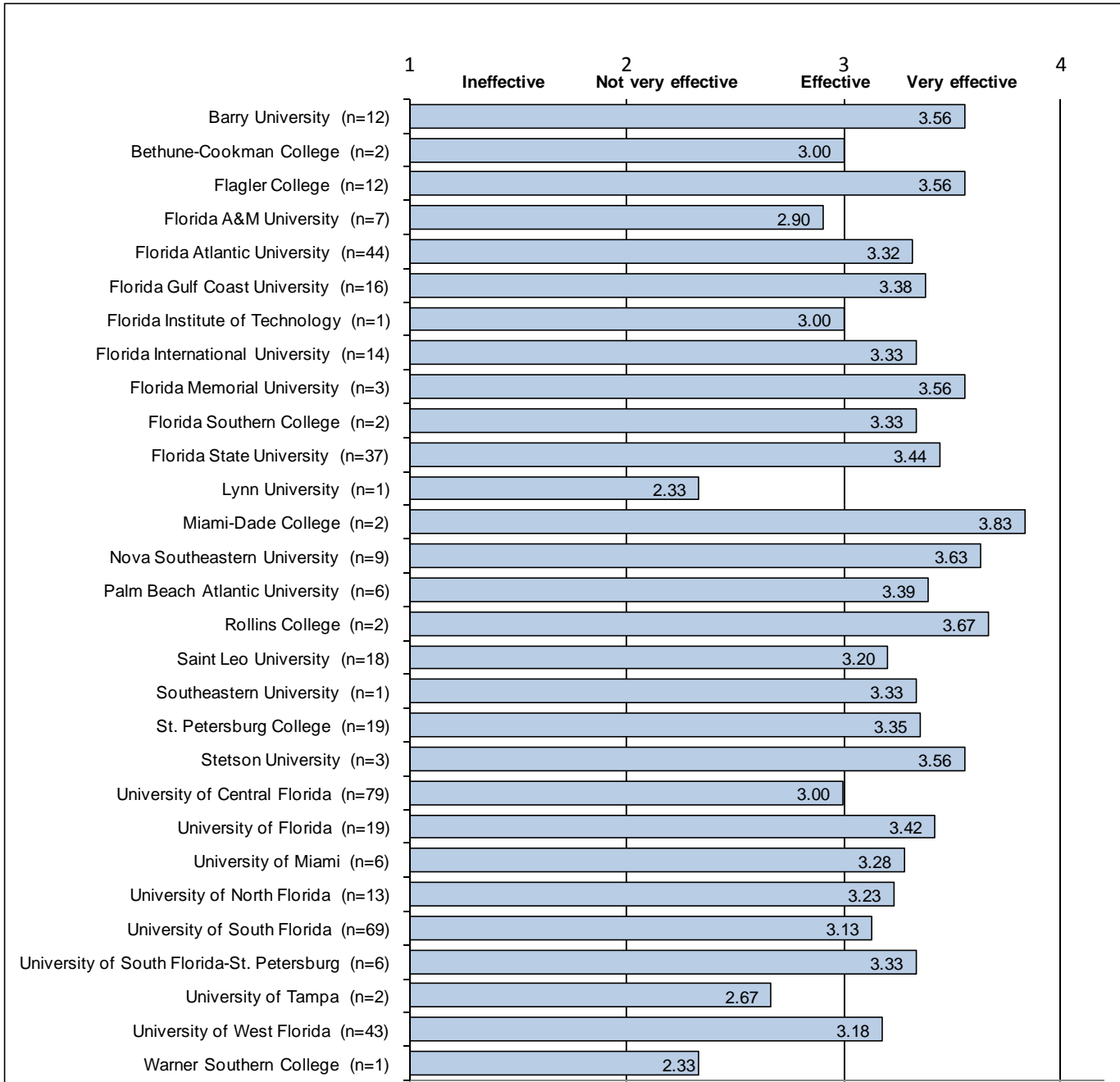
**APPENDIX C**

**Figure 25a: FEAP # 1: ASSESSMENT**

Teachers' Ratings of Institutional Effectiveness in preparing them for FEAPs

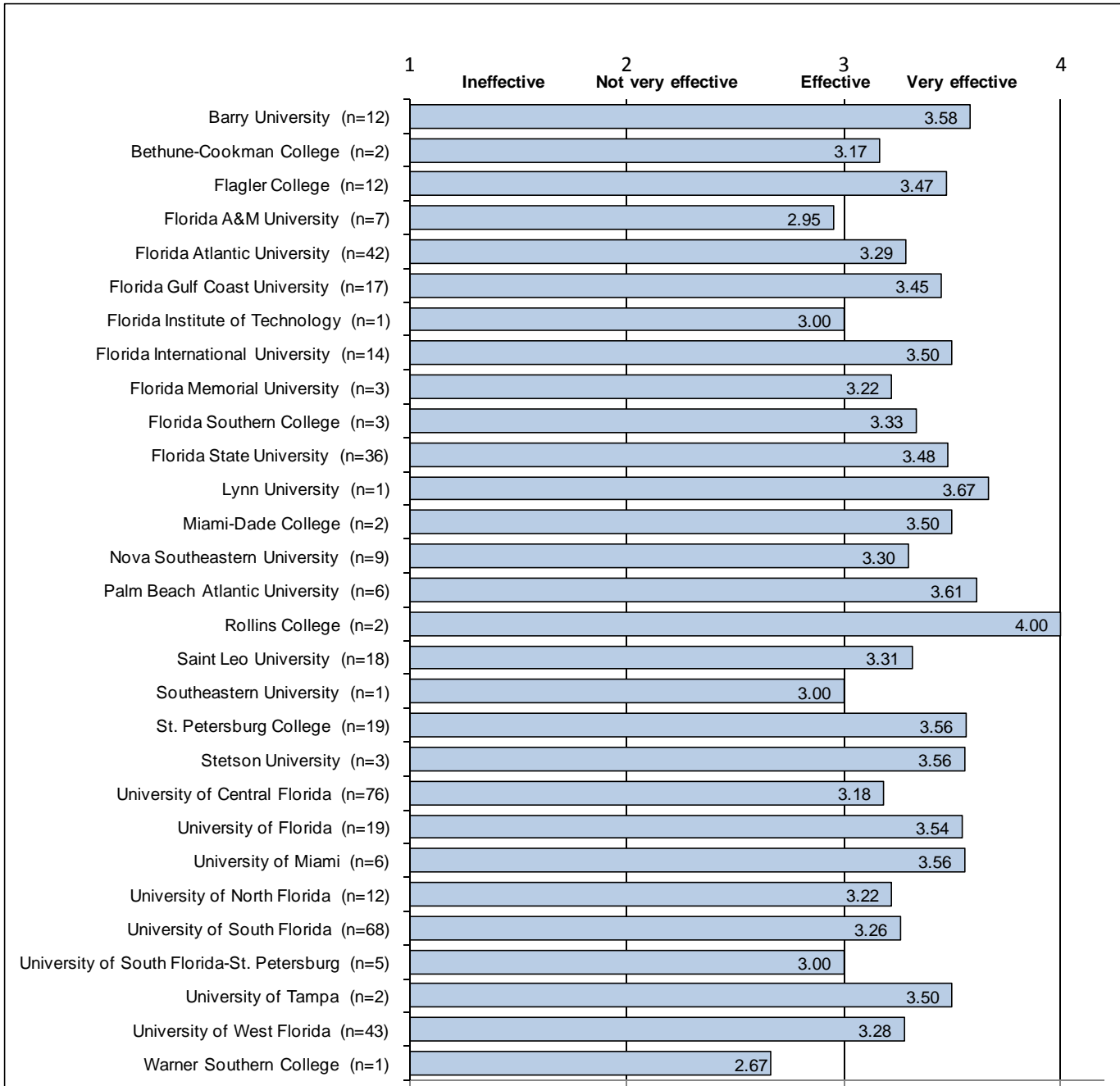
Means by Institution

(Mean for all preparation programs = 3.25; standard deviation = .597; n=449)



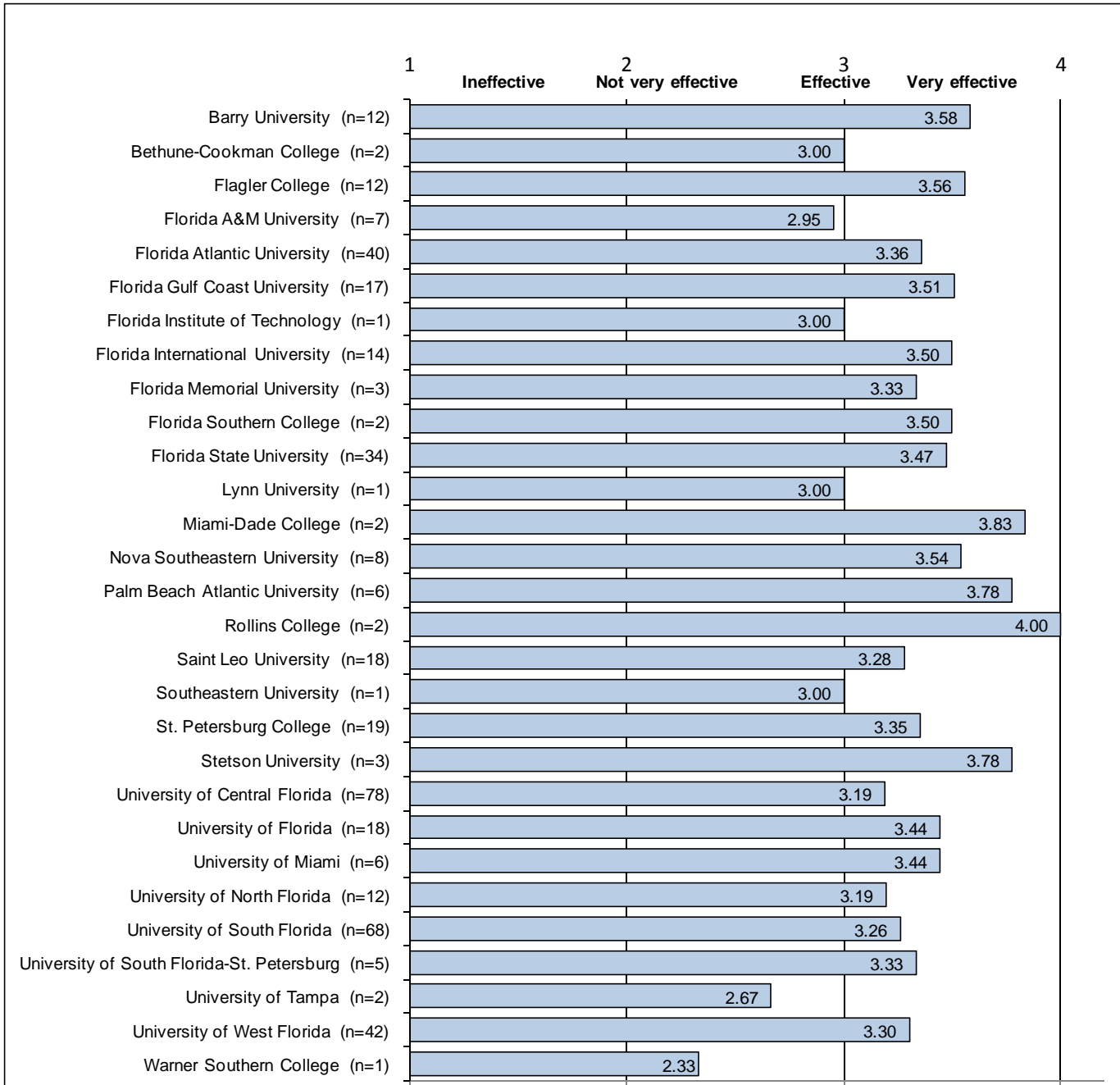
Mean institutional score is the mean score reported by all individuals who completed the teacher preparation program at that institution, who are teaching in Florida public schools, and who responded to the survey. The highest possible score is 4.0 points, representing respondents who felt their ITP was “very effective” in preparing them for a given competency. The lowest possible score is 1.0 points, representing respondents who felt their ITP was “ineffective” in preparing them for a given competency.

**Figure 25b: FEAP # 2: COMMUNICATIONS**  
**Teachers' Ratings of Institutional Effectiveness in preparing them for FEAPs**  
**Means by Institution**  
 (Mean for all preparation programs = 3.35; standard deviation = .471; n=442)



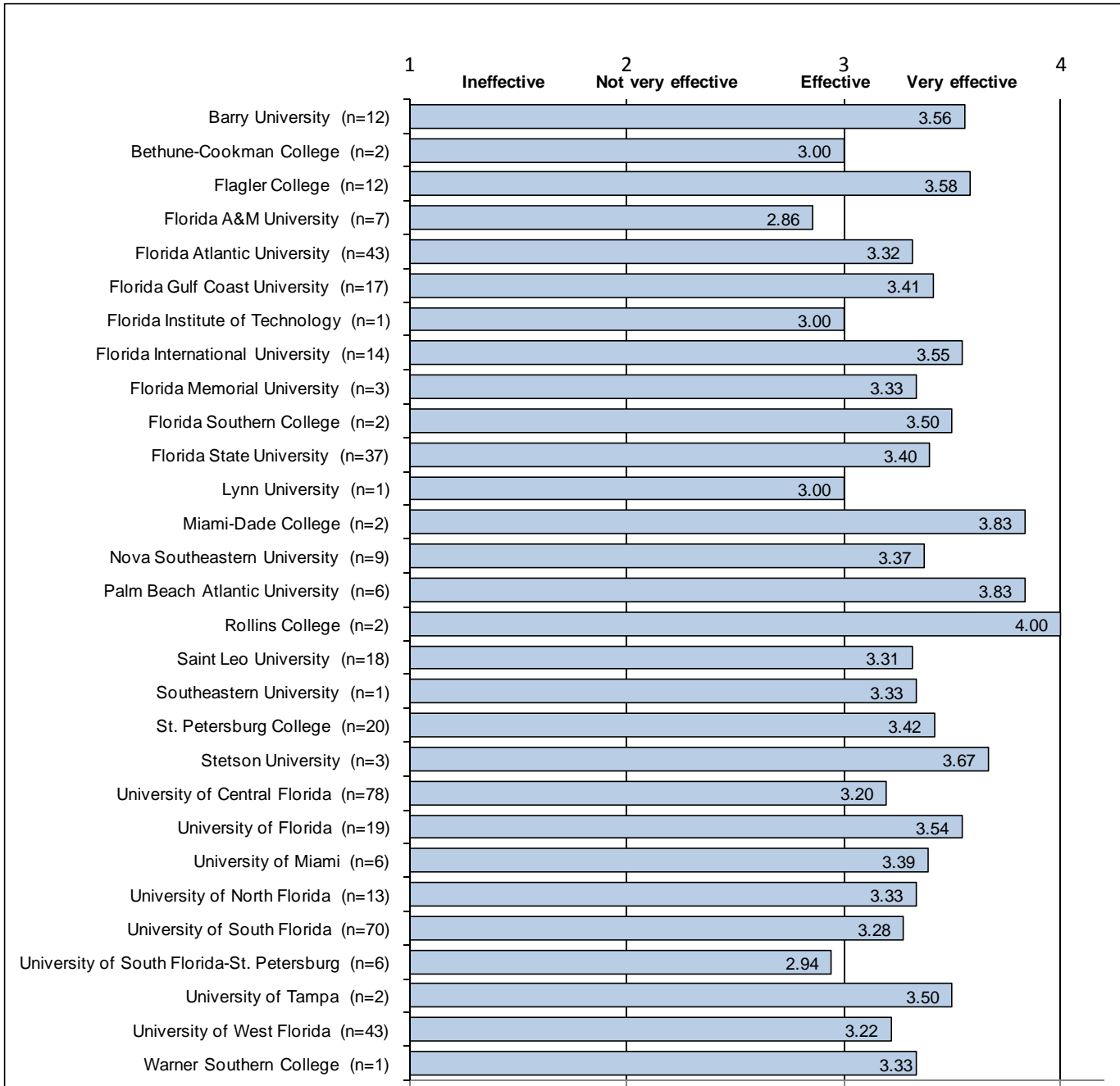
Mean institutional score is the mean score reported by all individuals who completed the teacher preparation program at that institution, who are teaching in Florida public schools, and who responded to the survey. The highest possible score is 4.0 points, representing respondents who felt their ITP was “very effective” in preparing them for a given competency. The lowest possible score is 1.0 points, representing respondents who felt their ITP was “ineffective” in preparing them for a given competency.

**Figure 25c: FEAP # 3: CONTINUOUS IMPROVEMENT**  
**Teachers' Ratings of Institutional Effectiveness in preparing them for FEAPs**  
**Means by Institution**  
 (Mean for all preparation programs = 3.33; standard deviation = .491; n=436)



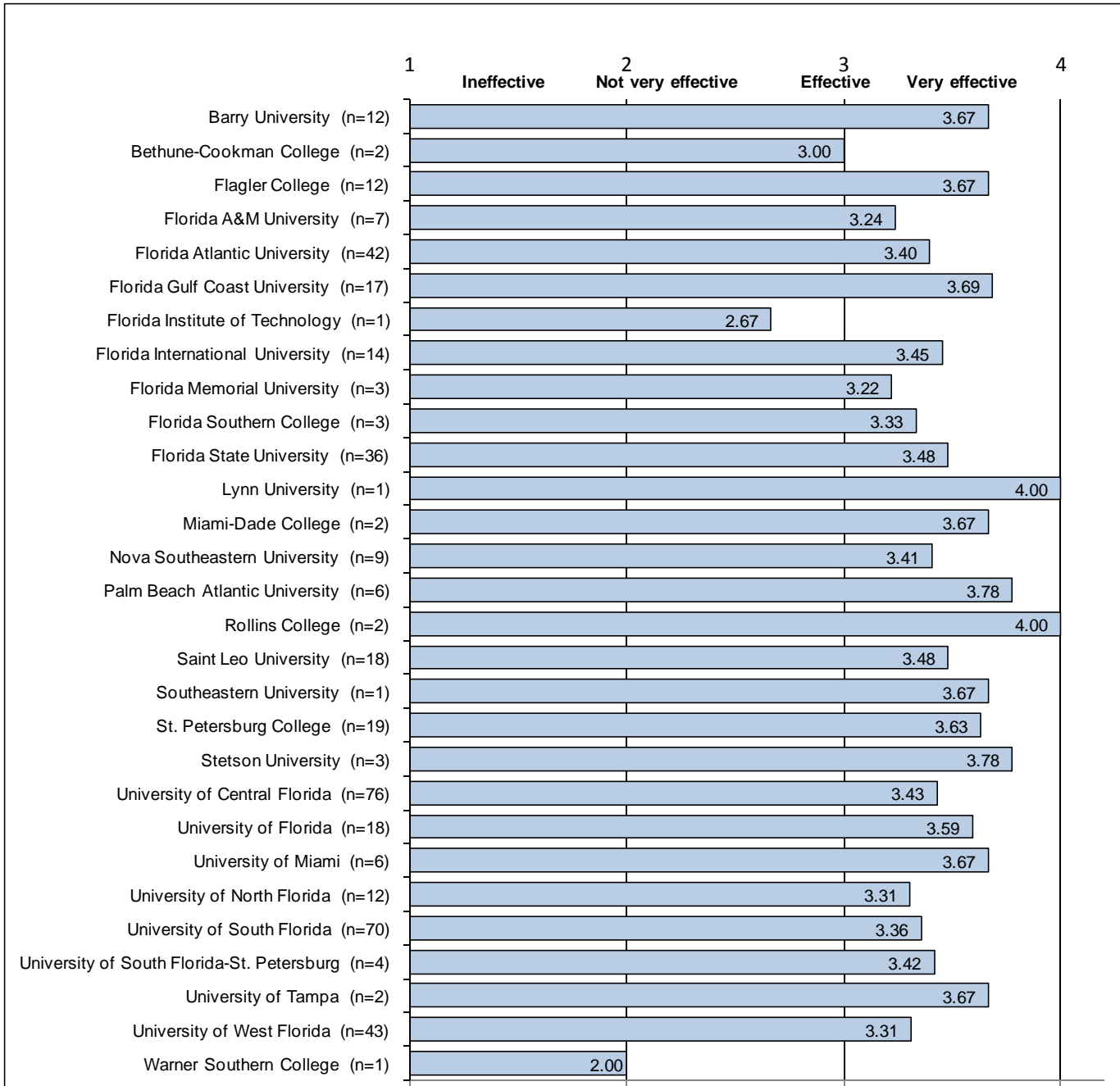
Mean institutional score is the mean score reported by all individuals who completed the teacher preparation program at that institution, who are teaching in Florida public schools, and who responded to the survey. The highest possible score is 4.0 points, representing respondents who felt their ITP was “very effective” in preparing them for a given competency. The lowest possible score is 1.0 points, representing respondents who felt their ITP was “ineffective” in preparing them for a given competency.

**Figure 25d: FEAP # 4: CRITICAL THINKING**  
**Teachers' Ratings of Institutional Effectiveness in preparing them for FEAPs**  
**Means by Institution**  
 (Mean for all preparation programs = 3.38; standard deviation = .497; n=450)



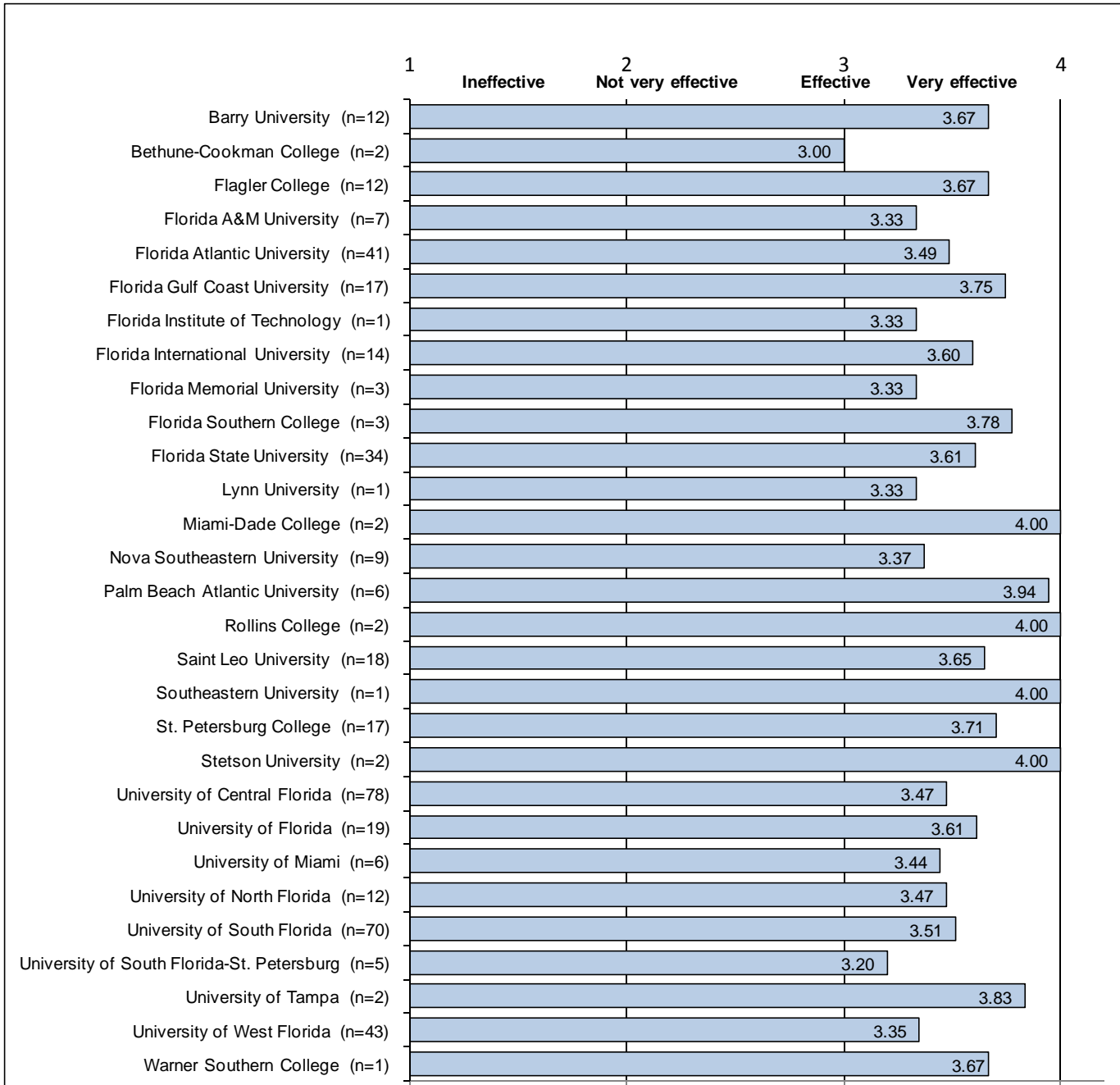
Mean institutional score is the mean score reported by all individuals who completed the teacher preparation program at that institution, who are teaching in Florida public schools, and who responded to the survey. The highest possible score is 4.0 points, representing respondents who felt their ITP was “very effective” in preparing them for a given competency. The lowest possible score is 1.0 points, representing respondents who felt their ITP was “ineffective” in preparing them for a given competency.

**Figure 25e: FEAP # 5: DIVERSITY**  
**Teachers' Ratings of Institutional Effectiveness in preparing them for FEAPs**  
**Means by Institution**  
 (Mean for all preparation programs = 3.45; standard deviation = .413; n=442)



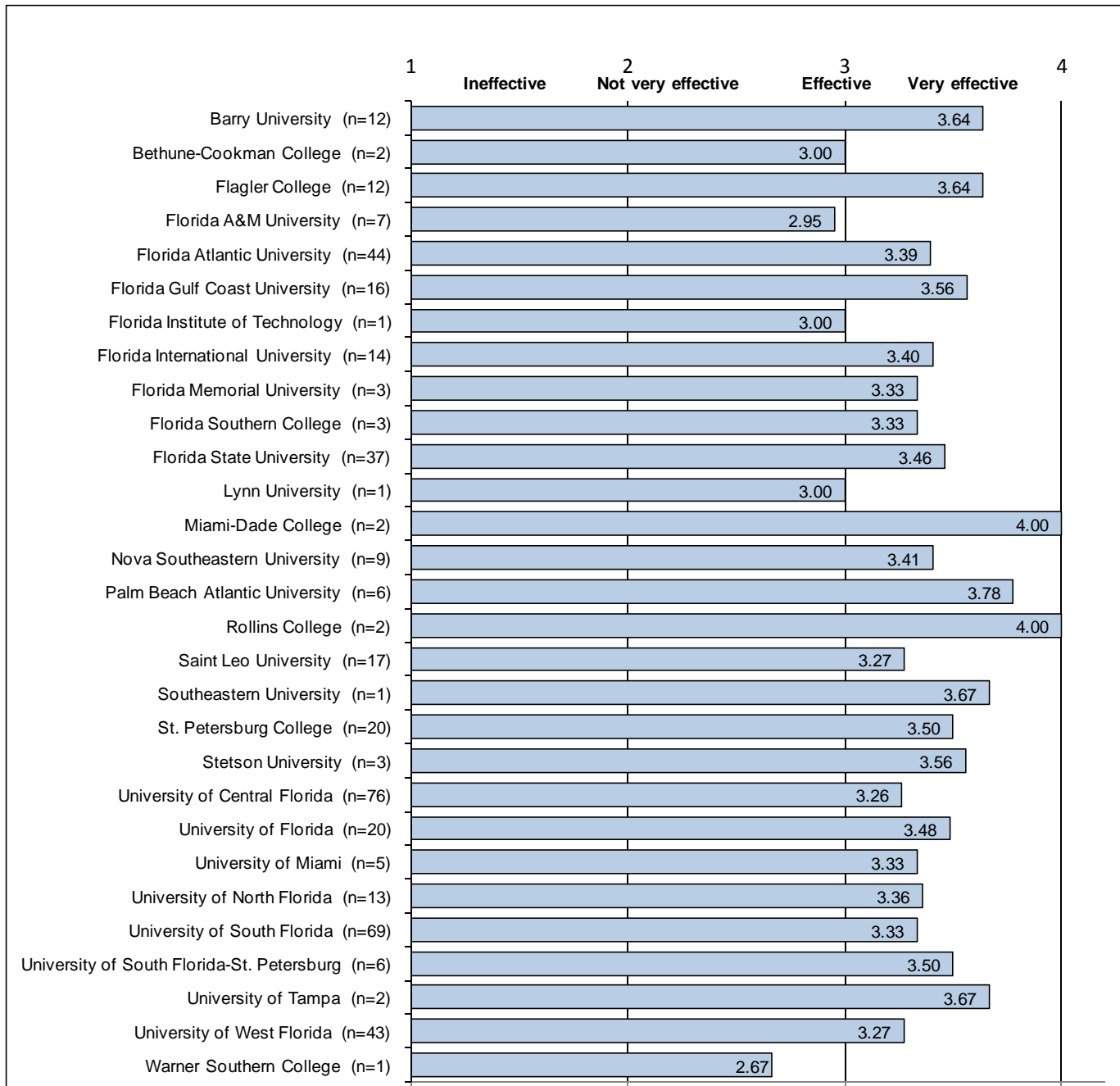
Mean institutional score is the mean score reported by all individuals who completed the teacher preparation program at that institution, who are teaching in Florida public schools, and who responded to the survey. The highest possible score is 4.0 points, representing respondents who felt their ITP was “very effective” in preparing them for a given competency. The lowest possible score is 1.0 points, representing respondents who felt their ITP was “ineffective” in preparing them for a given competency.

**Figure 25f: FEAP # 6: ETHICS**  
**Teachers' Ratings of Institutional Effectiveness in preparing them for FEAPs**  
**Means by Institution**  
 (Mean for all preparation programs = 3.59; standard deviation = .401; n=440)



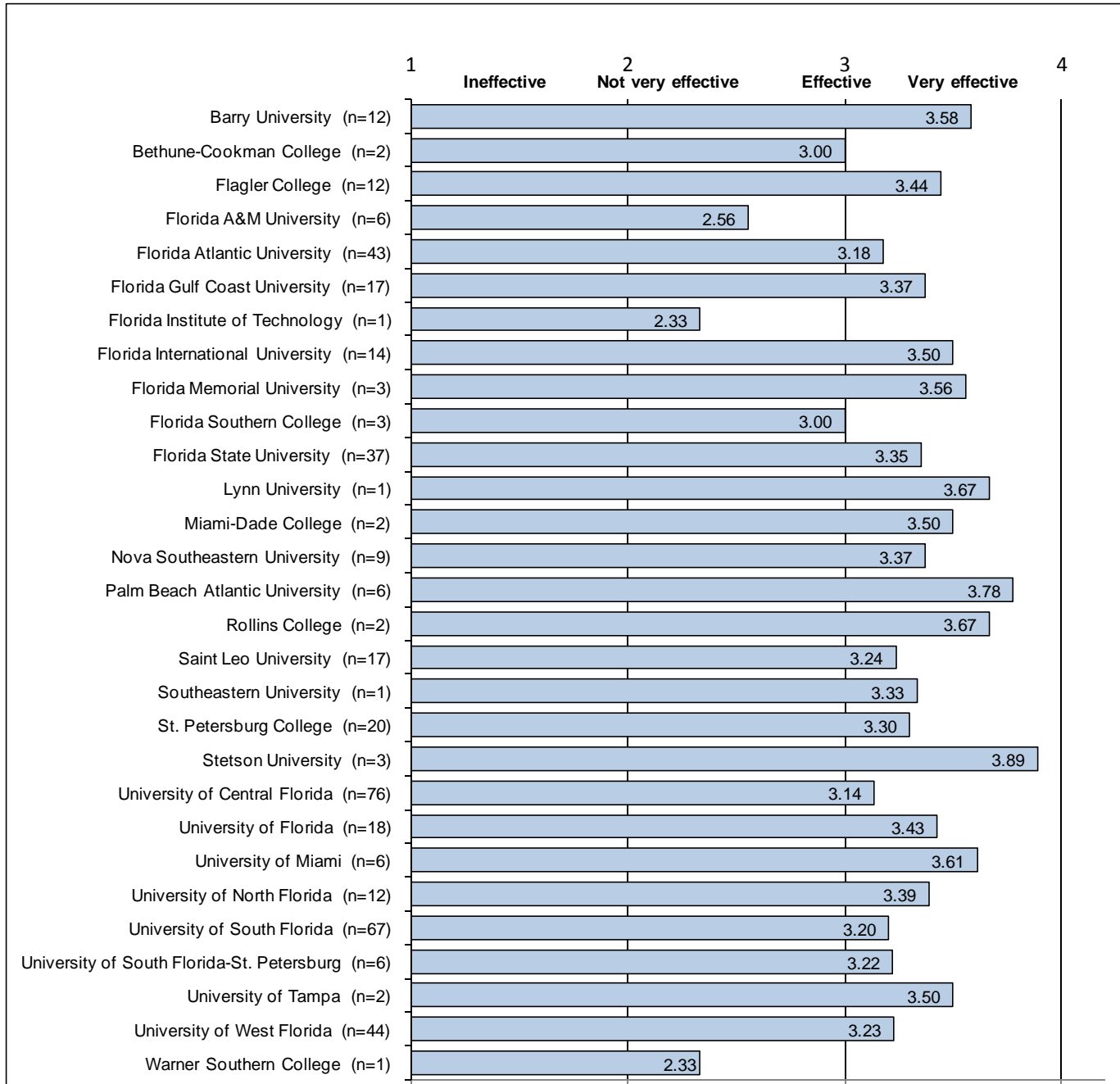
Mean institutional score is the mean score reported by all individuals who completed the teacher preparation program at that institution, who are teaching in Florida public schools, and who responded to the survey. The highest possible score is 4.0 points, representing respondents who felt their ITP was “very effective” in preparing them for a given competency. The lowest possible score is 1.0 points, representing respondents who felt their ITP was “ineffective” in preparing them for a given competency.

Figure 25g: FEAP # 7: HUMAN DEVELOPMENT AND LEARNING  
 Teachers' Ratings of Institutional Effectiveness in preparing them for FEAPs  
 Means by Institution  
 (Mean for all preparation programs = 3.41; standard deviation = .480; n=447)



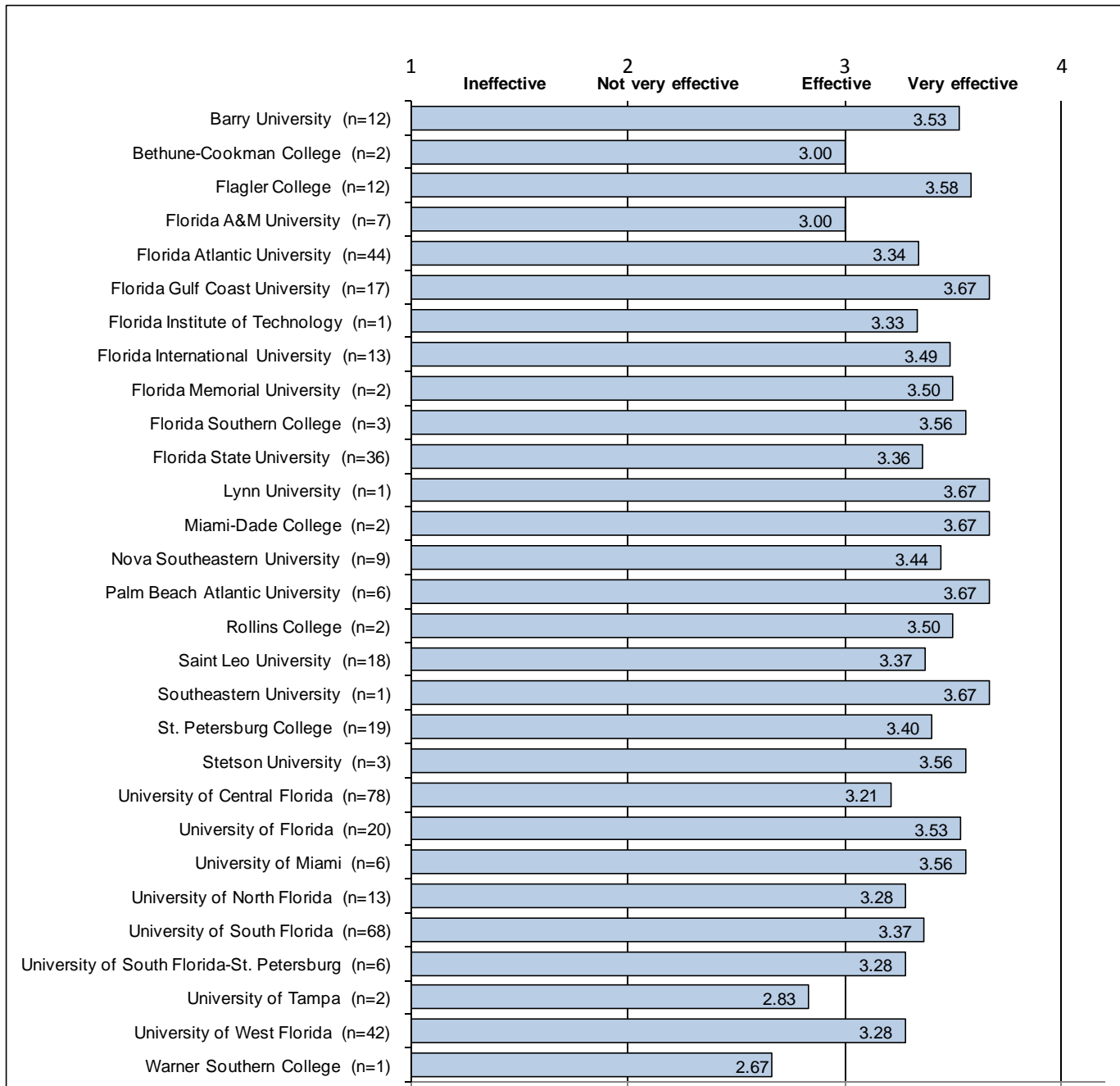
Mean institutional score is the mean score reported by all individuals who completed the teacher preparation program at that institution, who are teaching in Florida public schools, and who responded to the survey. The highest possible score is 4.0 points, representing respondents who felt their ITP was “very effective” in preparing them for a given competency. The lowest possible score is 1.0 points, representing respondents who felt their ITP was “ineffective” in preparing them for a given competency.

Figure 25h: FEAP # 8: KNOWLEDGE OF SUBJECT MATTER  
 Teachers' Ratings of Institutional Effectiveness in preparing them for FEAPs  
 Means by Institution  
 (Mean for all preparation programs = 3.30; standard deviation = .501; n=443)



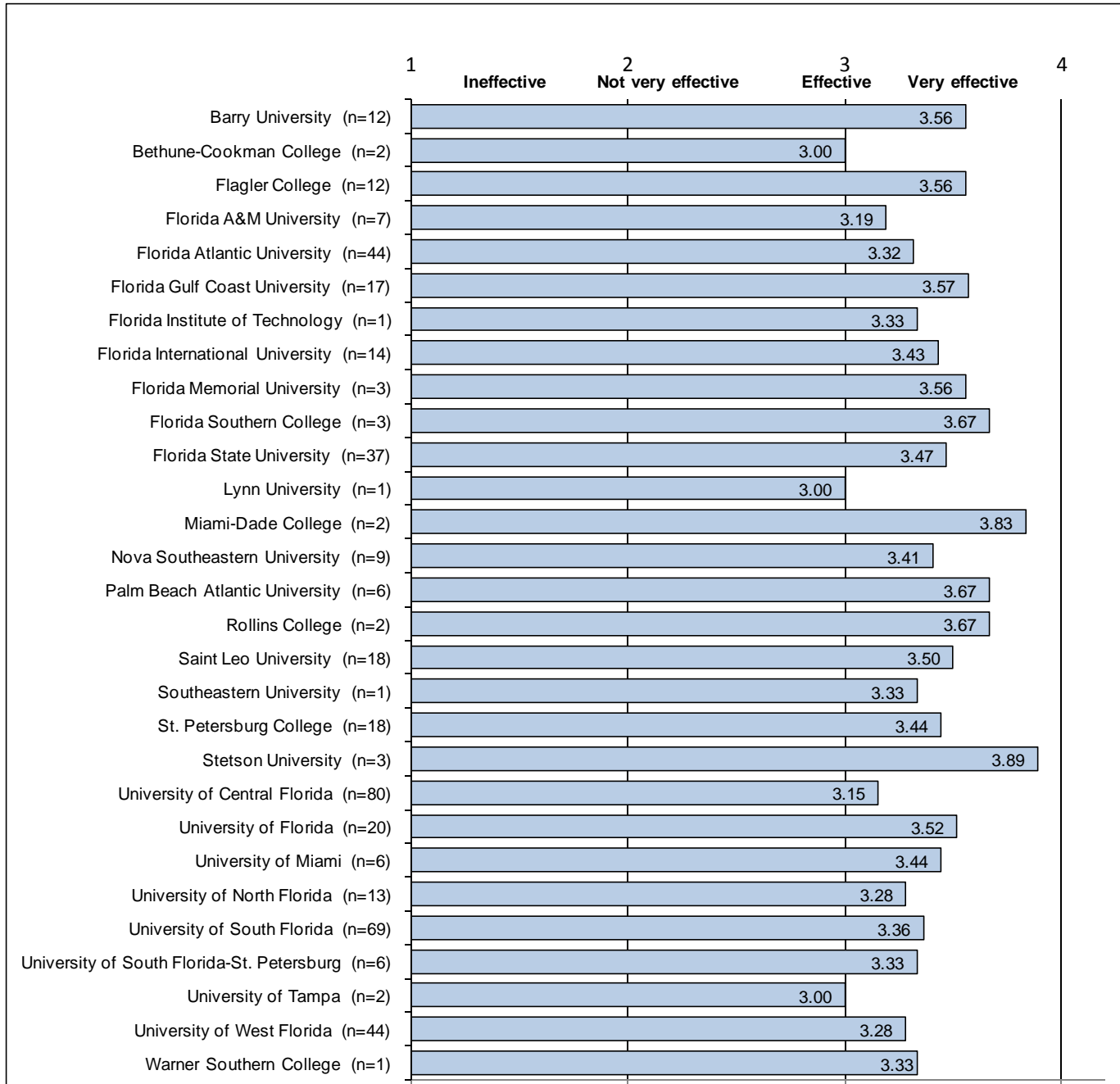
Mean institutional score is the mean score reported by all individuals who completed the teacher preparation program at that institution, who are teaching in Florida public schools, and who responded to the survey. The highest possible score is 4.0 points, representing respondents who felt their ITP was “very effective” in preparing them for a given competency. The lowest possible score is 1.0 points, representing respondents who felt their ITP was “ineffective” in preparing them for a given competency.

**Figure 25i: FEAP # 9: LEARNING ENVIRONMENTS**  
 Teachers' Ratings of Institutional Effectiveness in preparing them for FEAPs  
 Means by Institution  
 (Mean for all preparation programs = 3.39; standard deviation = .496; n=446)



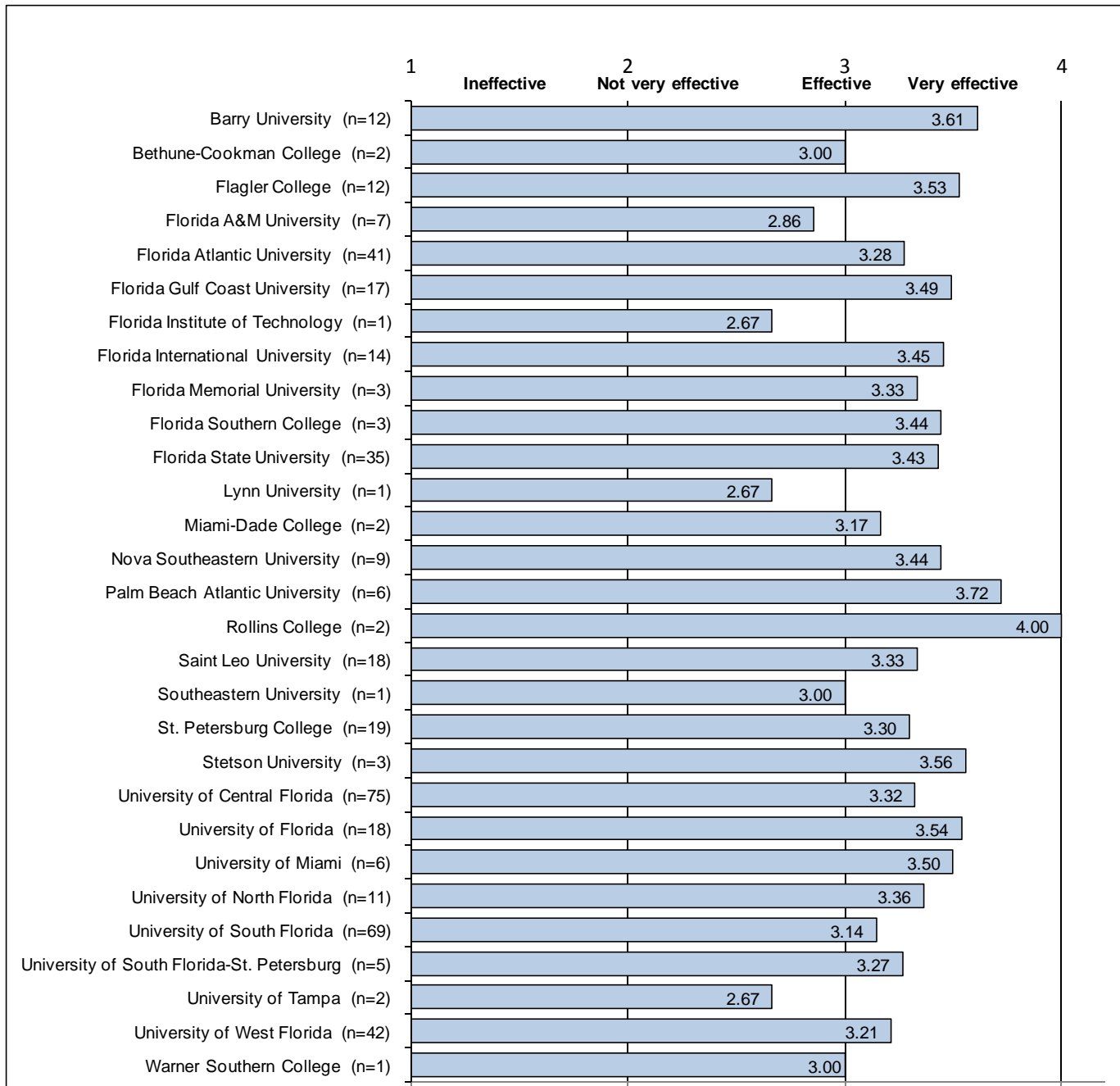
Mean institutional score is the mean score reported by all individuals who completed the teacher preparation program at that institution, who are teaching in Florida public schools, and who responded to the survey. The highest possible score is 4.0 points, representing respondents who felt their ITP was “very effective” in preparing them for a given competency. The lowest possible score is 1.0 points, representing respondents who felt their ITP was “ineffective” in preparing them for a given competency.

**Figure 25j: FEAP # 10: PLANNING & INSTRUCTION**  
**Teachers' Ratings of Institutional Effectiveness in preparing them for FEAPs**  
**Means by Institution**  
 (Mean for all preparation programs = 3.42; standard deviation = .453; n=453)



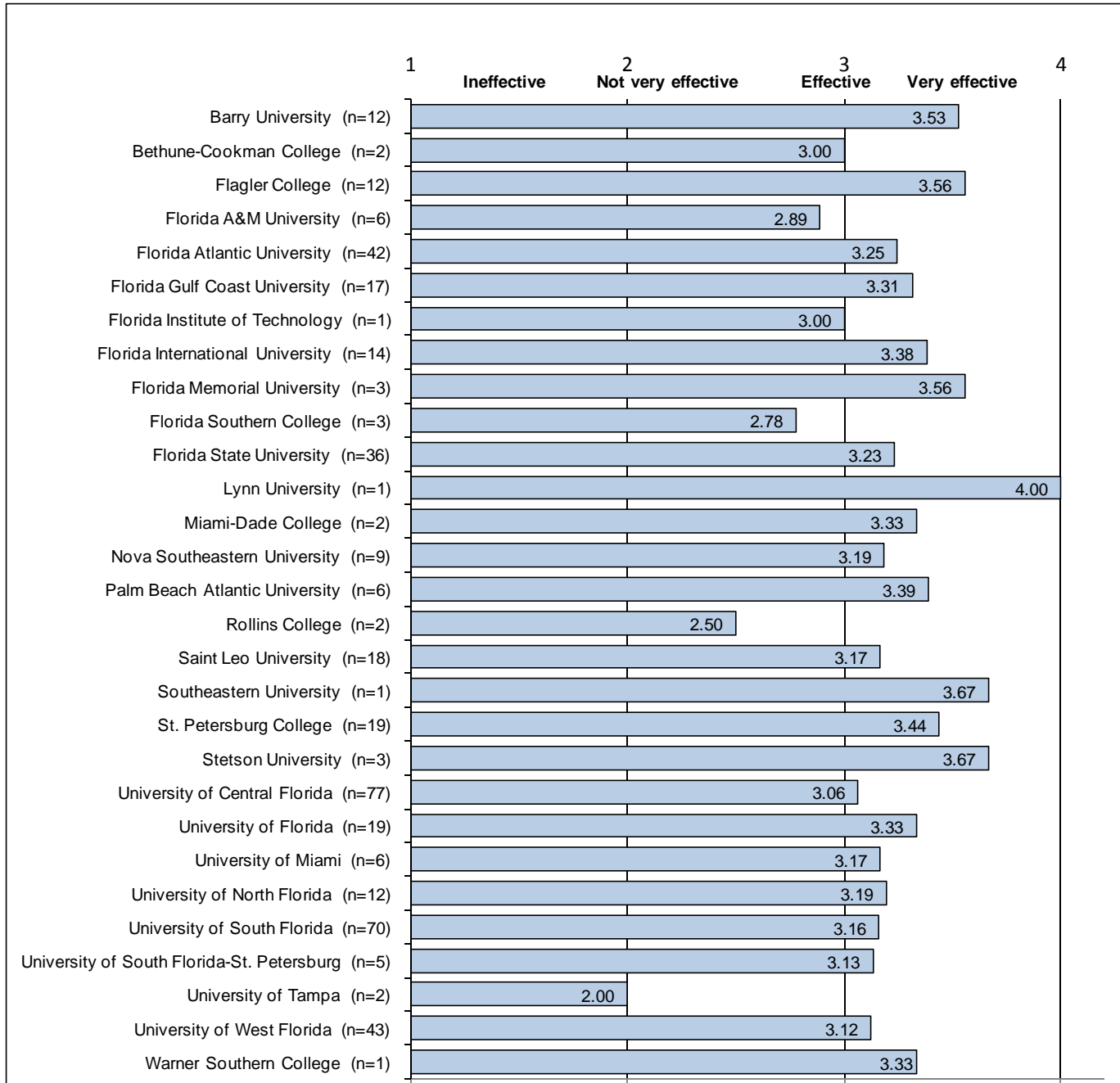
Mean institutional score is the mean score reported by all individuals who completed the teacher preparation program at that institution, who are teaching in Florida public schools, and who responded to the survey. The highest possible score is 4.0 points, representing respondents who felt their ITP was “very effective” in preparing them for a given competency. The lowest possible score is 1.0 points, representing respondents who felt their ITP was “ineffective” in preparing them for a given competency.

**Figure 25k: FEAP # 11: ROLE OF THE TEACHER**  
**Teachers' Ratings of Institutional Effectiveness in preparing them for FEAPs**  
**Means by Institution**  
 (Mean for all preparation programs = 3.29; standard deviation = .515; n=437)



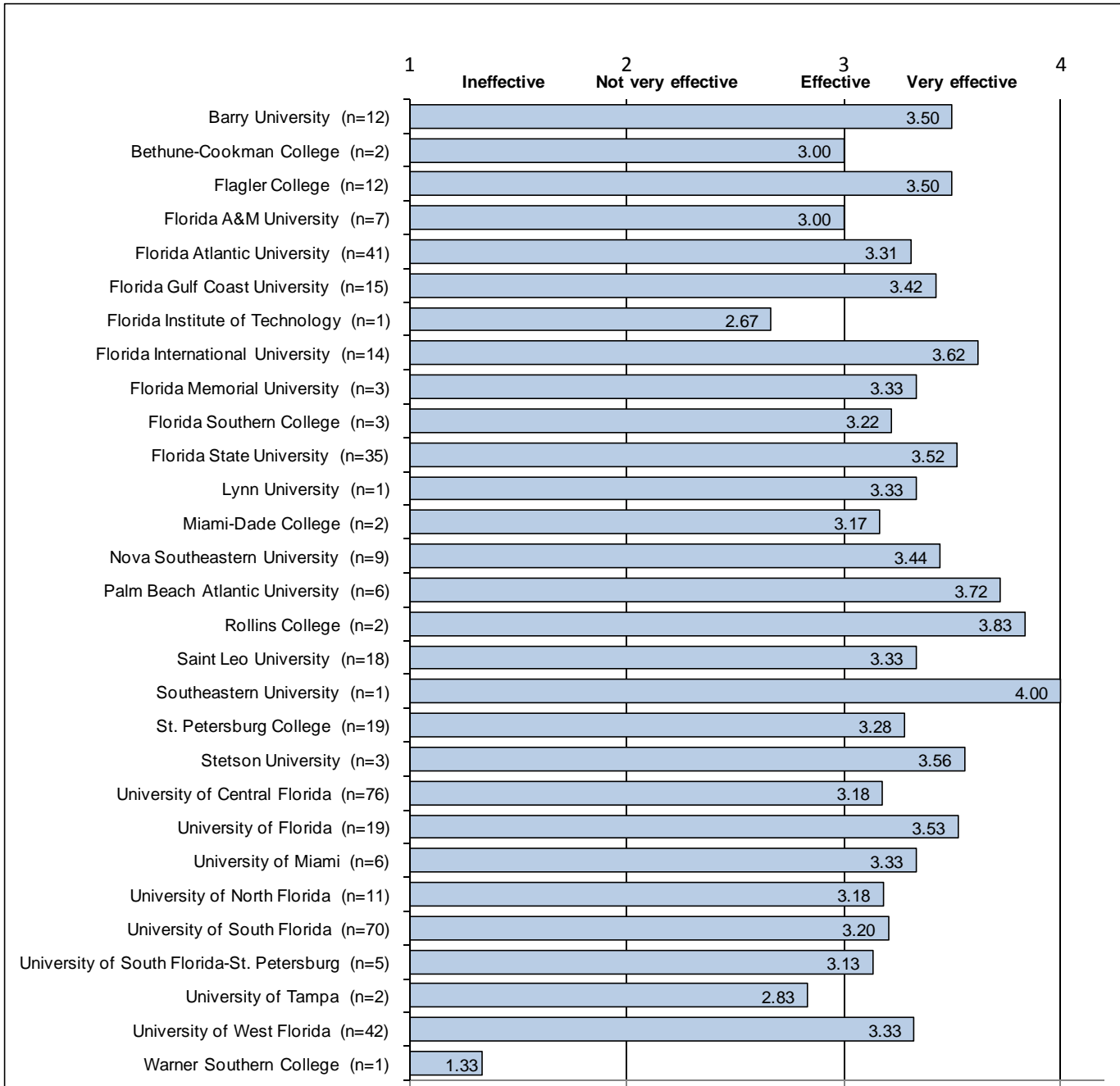
Mean institutional score is the mean score reported by all individuals who completed the teacher preparation program at that institution, who are teaching in Florida public schools, and who responded to the survey. The highest possible score is 4.0 points, representing respondents who felt their ITP was “very effective” in preparing them for a given competency. The lowest possible score is 1.0 points, representing respondents who felt their ITP was “ineffective” in preparing them for a given competency.

**Figure 25I: FEAP # 12: TECHNOLOGY**  
**Teachers' Ratings of Institutional Effectiveness in preparing them for FEAPs**  
**Means by Institution**  
 (Mean for all preparation programs = 3.22; standard deviation = .664; n=444)



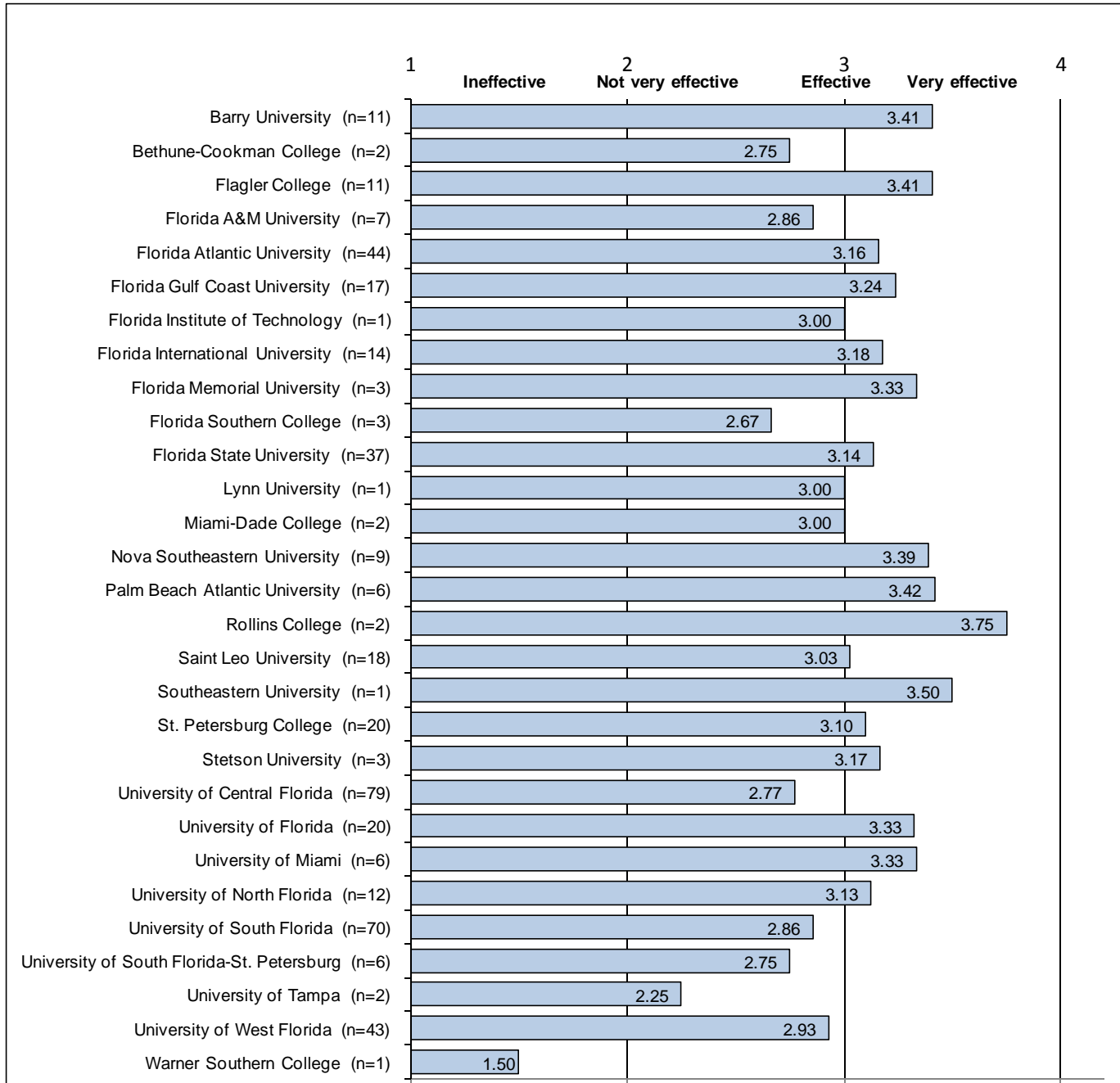
Mean institutional score is the mean score reported by all individuals who completed the teacher preparation program at that institution, who are teaching in Florida public schools, and who responded to the survey. The highest possible score is 4.0 points, representing respondents who felt their ITP was “very effective” in preparing them for a given competency. The lowest possible score is 1.0 points, representing respondents who felt their ITP was “ineffective” in preparing them for a given competency.

**Figure 25m: PRACTICE # 13: READING**  
**Teachers' Ratings of Institutional Effectiveness in preparing them for Practice**  
**Means by Institution**  
 (Mean for all preparation programs = 3.27; standard deviation = .541; n=438)



Mean institutional score is the mean score reported by all individuals who completed the teacher preparation program at that institution, who are teaching in Florida public schools, and who responded to the survey. The highest possible score is 4.0 points, representing respondents who felt their ITP was “very effective” in preparing them for a given competency. The lowest possible score is 1.0 points, representing respondents who felt their ITP was “ineffective” in preparing them for a given competency.

Figure 25n: PRACTICE # 14: TEST-TAKING STRATEGIES  
 Teachers' Ratings of Institutional Effectiveness in preparing them for Practice  
 Means by Institution  
 (Mean for all preparation programs = 3.05; standard deviation = .699; n=451)



Mean institutional score is the mean score reported by all individuals who completed the teacher preparation program at that institution, who are teaching in Florida public schools, and who responded to the survey. The highest possible score is 4.0 points, representing respondents who felt their ITP was “very effective” in preparing them for a given competency. The lowest possible score is 1.0 points, representing respondents who felt their ITP was “ineffective” in preparing them for a given competency.

## APPENDIX D

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## APPENDIX E

### Pathways to Full State Certification in Florida

<b>Professional Certificate</b>	<ul style="list-style-type: none"><li>• Valid Standard Certificate Issued by Another State</li><li>• Valid Certificate Issued by the National Board for Professional Teaching Standards</li><li>• Teacher Education Degree Program and Passing Florida Certification Examinations</li></ul> <p><b>Renewable - Valid 5 School Years</b></p>
<b>Temporary Certificate</b>	<ul style="list-style-type: none"><li>• Bachelor's Degree with a Major in the Content Area</li><li>• Bachelor's Degree with Required Courses and 2.5 GPA in the Content Area</li><li>• Bachelor's Degree with a Passing Score on the Florida Subject Area Examination</li><li>• Bachelor's Degree with a Valid Certificate Issued by the American Board for Certification of Teacher Excellence (ABCTE)</li></ul> <p><b>Nonrenewable - Valid 3 School Years</b></p>
<b>Options for Moving from the Temporary Certificate to the Professional Certificate:</b>	<ul style="list-style-type: none"><li>• Professional Preparation College Courses, Teaching Experience, Demonstration of Professional Education Competence in the Classroom, and Florida Certification Examinations</li><li>• District Alternative Certification Program and Florida Certification Examinations</li><li>• Educator Preparation Institute Program and Florida Certification Examinations</li><li>• Valid ABCTE Certificate and Demonstration of Professional Education Competence in the Classroom</li><li>• Approved College Professional Training Option for a Content Major, Teaching Experience, Demonstration of Professional Education Competence in the Classroom, and Florida Certification Examinations</li><li>• Two semesters of successful full-time college teaching experience and passing the Florida Subject Certification Examination</li></ul>

## APPENDIX F

### Rule 6A-5.065, F.A.C. The Educator Accomplished Practices.

The twelve essential practices of effective teaching are:

(1) Accomplished Practice One – Assessment.

(a) Accomplished level. The accomplished teacher uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

(b) Professional level. The professional teacher continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized tests, portfolios, anecdotal records, case studies, subject area inventories, cumulative records, and student services information. The professional teacher develops the student's instructional plan that meets cognitive, social, linguistic, cultural, emotional, and physical needs.

(c) Preprofessional level. The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternative strategies. Furthermore, the teacher can identify and match the student's instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.

(2) Accomplished Practice Two – Communication.

(a) Accomplished level. The accomplished teacher uses effective communication techniques with students and all other stakeholders.

(b) Professional level. The professional teacher constantly seeks to create a classroom that is accepting, yet businesslike, on task, and produces results. She/he communicates to all students high expectations for learning, and supports, encourages and gives positive and fair feedback about their learning efforts. This teacher models good communication skills and creates an atmosphere in the classroom that encourages mutual respect and appreciation of different cultures, linguistic backgrounds, learning styles, and abilities.

(c) Preprofessional level. The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

(3) Accomplished Practice Three – Continuous Improvement.

(a) Accomplished level. The accomplished teacher engages in continuous professional quality improvement for self and school.

(b) Professional level. The professional teacher recognizes the need to strengthen her/his teaching through self reflection and commitment to life-long learning. The teacher becomes aware of and is familiar with the School Improvement Plan. The teacher's continued professional improvement is characterized by participation in inservice, participation in school/community committees, and designing and meeting the goals of a professional development plan.

(c) Preprofessional level. The preprofessional teacher realizes that she/he is in the initial stages of a life-long learning process and that self reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher's continued professional improvement is characterized by self reflection, work with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

(4) Accomplished Practice Four – Critical Thinking.

(a) Accomplished level. The accomplished teacher uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

(b) Professional level. The professional teacher will use a variety of performance assessment techniques and strategies that measure higher order thinking skills in students and can provide realistic projects and problem solving activities which will enable all students to demonstrate their ability to think creatively.

(c) Preprofessional level. The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.

(5) Accomplished Practice Five – Diversity.

(a) Accomplished level. The accomplished teacher uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.

(b) Professional level. The professional teacher establishes a risk-taking environment which accepts and fosters diversity. The teacher must demonstrate knowledge of varied cultures by practices such as conflict resolution, mediation, creating a climate of openness, inquiry and support.

(c) Preprofessional level. The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures. The teacher creates a climate of openness, inquiry, and support by practicing strategies as acceptance, tolerance, resolution, and mediation.

(6) Accomplished Practice Six – Ethics.

(a) Accomplished level. The accomplished teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

(b) Professional level. The professional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

(c) Preprofessional level. The preprofessional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

(7) Accomplished Practice Seven – Human Development and Learning.

(a) Accomplished level. The accomplished teacher uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

(b) Professional level. Drawing upon well established human development/learning theories and concepts and a variety of information about students, the professional teacher provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and developmental level.

(c) Preprofessional level. Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

(8) Accomplished Practice Eight – Knowledge of Subject Matter.

(a) Accomplished level. The accomplished teacher demonstrates knowledge and understanding of the subject matter.

(b) Professional level. The professional teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real world integrated settings. The teacher seeks out ways/sources to expand her/his knowledge. The commitment to learning about new knowledge includes keeping abreast of sources which will enhance teaching. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge.

(c) Preprofessional level. The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

(9) Accomplished Practice Nine – Learning Environments.

(a) Accomplished level. The accomplished teacher creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.

(b) Professional level. The professional teacher understands the importance of setting up effective learning environments and begins to experiment with a variety of them, seeking to identify those which work best in a particular situation. The teacher provides the opportunities for student input into behavioral expectations by helping students develop a set of shared values and beliefs, by encouraging them to envision the environment in which they like to learn, by providing occasions for reflection upon the rules and consequences which would create such an environment, and by honoring dissent.

(c) Preprofessional level. The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so, including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and is working to increase her/his knowledge and skills.

(10) Accomplished Practice Ten – Planning.

(a) Accomplished level. The accomplished teacher plans, implements, and evaluates effective instruction in a variety of learning environments.

(b) Professional level. The professional teacher sets high expectations for all students and uses concepts from a

variety of concept areas, and plans individually with students and with other teachers to design learning experiences that meet students' needs and interests. The teacher continues to seek advice/information from appropriate sources including feedback, interprets the information, and modifies plans. Comprehensible instruction is implemented in a creative environment using varied and motivating strategies and multiple resources. Outcomes are assessed using traditional and alternative approaches. Upon reflection, the teacher continuously refines learning experiences.

(c) Preprofessional level. The preprofessional teacher recognizes the importance of setting high expectations for all students and works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/ his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

(11) Accomplished Practice Eleven – Role of the Teacher.

(a) Accomplished level. The accomplished teacher works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

(b) Professional level. The professional teacher establishes open lines of communication and works cooperatively with families, educational professionals and other members of the student's support system to promote continuous improvement of the educational experience.

(c) Preprofessional level. The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

(12) Accomplished Practice Twelve – Technology.

(a) Accomplished level. The accomplished teacher uses appropriate technology in teaching and learning processes.

(b) Professional level. The professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site. She/he provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources.

(c) Preprofessional level. The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

*Specific Authority 1004.04, 1004.85, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.56 FS. History–New 7-2-98.*

## APPENDIX G

### Teacher Survey Questions – 2010 Spring Survey

Thank you for your support in completing this survey. Please mark each item to the best of your knowledge and then click **Next** at the bottom of the page when you have finished to continue with the survey.

**First, we would like to ask you a few questions about your background and current teaching position.**

Please identify the type of program that you completed:

- District Alternative Certification Program
- Educator Preparation Institute at a Florida Community College
- Educator Preparation Institute at a Florida College or University
- Bachelor's four year teacher education program at a Florida College or University
- Master's or post baccalaureate teacher education program at a Florida University
- Master's or specialist's program in one of the following:
  - Educational Leadership
  - School Psychology
  - Guidance and Counseling

*(Drop down box for the three choices if they select the last answer. Also, if they select the last answer, have them phased out of the survey.)*

**For District Alternative Certification Program Teachers:**

Please identify the school district from which you completed:

*(Drop-down box with all school districts.)*

OR

**For Educator Preparation Institute Teachers:**

Please identify the EPI institution from which you completed:

*(Drop-down box with all Florida EPI institutions)*

OR

**For Teacher Education Program Teachers:**

Please identify the college or university from which you graduated:

*(Drop-down box with all Florida Colleges and universities.)*

1. Please indicate how many years you have been teaching.

- 0-1 year
- 1-2 years
- 2-3 years
- More than 3years

2. Gender

Male

Female

3. Race/Ethnicity

- White
- Black
- Hispanic
- Asian
- American Indian
- Hawaiian/ Pacific Islander

Other

4. Age
  - 20-29 years
  - 30-39 years
  - 40-49 years
  - 50-59 years
  - 60 years or more
  
5. What is the highest degree you have earned?
  - Bachelors
  - Masters
  - Educational Specialist
  - Doctorate (Ph.D. or Ed.D.)
  
6. What was your main activity the year before you began teaching at the elementary or secondary level?
  - Worked full-time
  - Worked part-time
  - Sought employment
  - Unemployed
  - Attended college or university
  - Volunteered
  - Stay-at-home-parent
  
7. What was your most recent professional job prior to beginning teaching at the elementary or secondary level?
  - Business
  - Substitute Teacher
  - Paraprofessional
  - Teacher
  - Health Related Education
  - Day care Worker
  - Student
  - Administrative Staff/Secretary
  - Social Work
  - Legal Related
  - Military
  - University/College
  - Fine Arts
  - Technical
  - Librarian
  - Government
  - Stay-at-home parent/Guardian
  - Science or Engineering
  - Volunteer
  - T.V/Radio news
  - other

If other please specify:  
[Text Box]
  
8. What grade level do you teach?
  - Pre K
  - K to 5

6 to 8  
9 to 12

9. What is your main teaching assignment (e.g., elementary, math, science, social studies, etc.) [drop down box:  
Elementary Integrated  
ESE (Exceptional Student Ed.)  
Fine Arts  
Foreign Language  
Math  
PE/Health  
Language Arts/English  
Reading  
Sciences  
Social Sciences  
other]

If other, please specify:  
[Text Box]

**Next, we would like to ask you some questions about your teacher preparation program (including district alternative certification program).**

Rating Scale for each of the following items:

- 1- Highly effective*
- 2-Effective*
- 3-Not very effective*
- 4-Ineffective*

**Planning:**

**How well did your teacher preparation program prepare you to do the following?**

1. Identify strategies that expand students' critical thinking.
2. Plan activities that require students to gather information and solve problems.
3. Incorporate activities that promote positive communication among students.
4. Provide opportunities for students to receive constructive feedback on individual work and behavior.
5. Use relevant materials and technologies to promote student learning.
6. Apply learning theories and knowledge of human development to first and second language acquisition processes.
7. Plan lessons with specific learning and performance outcomes that are based on the Sunshine State Standards and that meet the needs of all students.
8. Collaborate with other educators when planning lessons.
9. Develop technology enriched learning activities that meets the diverse needs of students.
10. Reflect on practice and modify instruction as needed.
11. Recognize and identify developmental differences among students.
12. Incorporate reading strategies in instructional planning in various subject areas.

**Instruction:**

**How well did your teacher preparation program prepare you to do the following?**

1. Establish classroom routines and procedures that promote a positive and safe learning environment.

2. Employ a variety of assessment strategies to determine students' performance of specified outcomes such as Sunshine State Standards.
3. Maintain academic focus for all students through the use of various techniques that address differences in learning styles.
4. Use a variety of teaching techniques and strategies to effectively instruct all students, including students with diverse learning needs.
5. Use instructional time effectively.
6. Modify instruction based upon assessed student performance.
7. Use technology in instructional delivery to enrich student learning experiences.
8. Use resources outside the classroom to enrich student learning experiences.
9. Demonstrate how knowledge can be applied to real-world settings.
10. Use assessment data to improve student achievement.
11. Use questions and activities that engage students in higher order thinking.
12. Use a variety of developmentally appropriate activities to engage and motivate students.
13. Demonstrate an understanding of how the subject is linked to other disciplines.
14. Use results from individual reading assessments to improve student academic performance.
15. Recognize signs of students' difficulty with the reading and use appropriate techniques to improve students' reading.
16. Prepare students for taking standardized tests by using aggregated data to create and assess instruction that focuses on improving student achievement.
17. Monitor student performance on core benchmarks throughout the year.

**Professionalism:**

**How well did your teacher preparation program prepare you to do the following?**

1. Use technology tools to manage and evaluate student data.
2. Make reasonable efforts to protect students from harmful conditions that interfere with their learning.
3. Adhere to ethical standards expected of an educator in the classroom and in the school community.
4. Adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
5. Treat students equitably by fostering acceptance of diversity in the classroom.
6. Communicate effectively with families and students from culturally diverse backgrounds.
7. Adapt communication style based on the needs of individuals and groups.
8. Access relevant educational research.
9. Implement strategies acquired through professional growth opportunities.
10. Provide meaningful feedback regarding student performance to families.
11. Work with colleagues to improve students' educational experiences.
12. Demonstrate knowledge of research-based, developmentally appropriate reading strategies.

Is there anything else you would like to tell us about your teacher preparation program?

[Text box response]

**\*\*\*For teachers with less than 1.5 (<1.5) years of teaching experience (as a result of response from question 1, page 1)**

**Please answer the following questions about your first year as a classroom teacher.**

1. When seeking your first teaching position for the 2007-08 school year, how many different positions did you apply for?

I only applied for one position  
I applied for 2 positions  
I applied for 3 or more positions

2. Which of the following factors was important to choosing your first teaching position? Check all that apply.

When the contract was offered  
The salary amount offered  
The amount and types of benefits offered  
Where the district or school is located  
Change in residence  
Your teaching assignment, including the grade level and subject(s) you would teach  
The district or school's reputation as being a "safe" place to work  
Overall levels of student achievement in the district or school  
The types of students served by the district or school  
Opportunities to lead extracurricular activities, such as sports, music, drama, or other academic clubs  
District or school administration and leadership  
Opportunities for new teacher induction and mentoring  
The people you met on your job interview  
Other (Specify)

3. Which of the following sources of information did you use when searching for your first teaching position? Check all that apply.

On-campus recruitment or job fairs  
District Job Fair  
Great Florida Teach-In  
Job listings on the Florida DOE Website  
Job listings on district or school Websites  
Job listings on national teacher employment Websites  
School or district administrators  
Faculty or instructors in your teacher preparation program  
Applications for fellowships or other programs that place teachers (e.g., Teach for America)  
Word-of-mouth from family and friends  
Other (Specify)

4. What is your employment status for next year?

Contract Signed  
Contract Expected  
Teaching in another district  
Teaching in another state  
Unsure  
Leaving teaching  
Not rehired

\*\*If response to #4 is "Leaving Teaching" – answer only 4a, skip #5. If any other response, go to #5

- 4a. If leaving teaching altogether, please indicate your reasons for doing so. Check all that apply.

Low salary  
Lack of administrative support  
Required duties were too demanding  
Student behavior

Dissatisfied with teaching as a career  
To take courses to improve career opportunities within the field of education  
Did not feel prepared to teach  
Pregnancy or child rearing  
Promotion within education  
Other (Specify)

5. How long do you plan to remain in the position of a PK – 12 teacher?

As long as I am able to  
Until I am eligible for retirement benefits  
Until I am eligible for social security benefits  
Until a specific life event occurs (e.g., parenthood, marriage)  
Until a more desirable job opportunity comes along  
Definitely plan to leave as soon as I can  
Undecided at this time

6. Did you participate in a new teacher induction program?

Yes  
No

*If response to Q6 is yes, answer (6a)*

6a. How would you rate your induction program?

1 – Highly effective  
2 – Effective  
3 – Not very effective  
4 – Ineffective

7. Are you currently assigned a peer mentor (coach, tutor)?

Yes  
No

*(If response to Q7 is yes, answer 7a. thru 7c.)*

7a. How often have you been in contact with your mentor?

Not yet  
Once  
Once monthly  
A few times a month  
Weekly  
Nearly every day

7b. Is your mentor experienced in the same or similar subject area(s) which you are currently assigned to teach?

Yes  
No

7c. How important has your mentor been in helping you develop as a teacher?

Highly important

Important  
Somewhat important  
Not very important

8. How often do you meet formally with other new teachers?
- Never  
Rarely  
Sometimes  
Frequently
9. How many times have you been formally observed in the classroom?
- Never  
1-2 times  
3-5 times  
More than five times
10. How often does your principal/assistant principal provide you with feedback about your teaching?
- Never  
Rarely  
Sometimes  
Frequently
11. Has your principal/assistant principal helped you understand the overall mission and vision of your school?
- Yes  
No  
Somewhat
12. Has your principal/assistant principal helped you become a valued member of the school community?
- Yes  
No  
Somewhat
13. How much are teachers involved in making important educational decisions in your school?
- Teachers are rarely involved in making important decisions.  
Teachers are involved in a few important decisions.  
Teachers are involved in some important decisions.  
Teachers are involved in most important decisions.  
I am not sure.
14. How often do the teachers in your school give each other feedback about teaching?
- Never  
Rarely  
Sometimes  
Frequently
15. How often do the teachers in your school work together to respond to student needs?
- Never

Rarely  
Sometimes  
Frequently

16. How much do teachers at your school share common beliefs and values about what the mission of the school should be?

They share very few values.  
They share some values.  
They share most values.  
I don't know.

17. How often is time scheduled at your school to work collaboratively (e.g., team meetings, learning communities, etc.)

Never  
Only on staff development/teacher planning days  
Once a month  
Bi-weekly  
Once a week

18. Do the policies at your school contribute to or interfere with your ability to teach effectively?

Interfere a lot  
Interfere a little  
Contribute a little  
Contribute a lot  
I don't know

**Rating scale for items 19-23**

- 1**      ***Not at all***
- 2**      ***Not very well***
- 3**      ***Fairly well***
- 4**      ***Very well***

- 19.      How well are you able to control disruptive behavior in the classroom?
- 20.      How well are you able to get children to follow classroom rules?
- 21.      How well are you able to motivate students who show low interest in school work?
- 22.      How well are you able to provide appropriate challenges for very capable students?
- 23.      How well are you able to engage your students in classroom learning?
- 24.      Overall, how effective do you feel as a teacher?

- 1 – Highly effective
- 2 – Effective
- 3 – Not very effective
- 4 – Ineffective

**\*\* Section for Teachers Who Have Taught 1.5 years or More (>1.5)**  
**(as a result of response to question 1 page1)**

- 1.      What is your employment status for next year?

- Contract Signed
- Contract Expected
- Teaching in another district
- Teaching in another state
- Unsure
- Leaving teaching
- Not rehired

\*\*If response to #1 is “Leaving Teaching” – answer only 1a, skip #2. If any other response, go to #2

- 1a.      If leaving teaching altogether, please indicate your reasons for doing so. Check all that apply.

- Low salary
- Lack of administrative support
- Required duties were too demanding
- Student behavior
- Dissatisfied with teaching as a career
- To take courses to improve career opportunities within the field of education
- Did not feel prepared to teach
- Pregnancy or child rearing
- Promotion within education
- Other (Specify)

- 2.      How long do you plan to remain in the position of a PK – 12 teacher?

- As long as I am able to
- Until I am eligible for retirement benefits
- Until I am eligible for social security benefits
- Until a specific life event occurs (e.g., parenthood, marriage)
- Until a more desirable job opportunity comes along
- Definitely plan to leave as soon as I can
- Undecided at this time

3. Are you teaching in the same school you were teaching during the 2007-2008 school year?

- Yes
- No

*(If response to Q3 is no, answer 3a-3b)*

3a. Why did you change schools?

- Lack of administrative support
- Student behavior
- Negative atmosphere among the teachers
- School policies regarding discipline and/or curriculum
- Location
- Was offered a job in a different assignment/grade level
- Other (Specify)

3b. Are you teaching the same subject and/or grade assignment that you were teaching during the 2007-2008 school year?

- Yes
- No

*(If response to Q3b is No, go to 3c-3d. If response to Q3b is Yes, go directly to 3e-3g.)*

3c. Please indicate the subject area and/or grade level you were teaching during the 2006-2007 school year.

\_\_\_\_\_

3d. Please indicate why your teaching assignment changed.

- Personal choice
- Administrative request
- Other (Specify)

3e. When seeking a teaching position for the 2008-09 school year, how many different positions did you apply for?

- I only applied for one position.
- I applied for 2 positions
- I applied for 3 or more positions

3f. Which of the following factors was important to choosing your teaching position? Check all that apply?

- When the contract was offered
- The salary amount offered
- Benefits offered
- Where the district or school is located

Your teaching assignment, including the grade level and subject(s) you would teach  
The district or school's reputation as being a "safe" place to work  
Overall levels of student achievement in the district or school  
The types of students served by the district or school  
Opportunities to lead extracurricular activities, such as sports, music, drama, or other academic clubs  
District or school administration and leadership  
Opportunities for new teacher induction and mentoring  
The people you met on your job interview  
Other (Specify)

3g. Which of the following sources of information did you use when searching for your teaching position?  
Check all that apply.

On-campus recruitment or job fairs  
District job fair  
Great Florida Teach-In  
Job listings on the Florida DOE Website  
Job listings on district or school Websites  
Job listings on national teacher employment Websites  
School or district administrators  
Faculty or instructors in your teacher preparation program  
Applications for fellowships or other programs that place teachers (e.g., Teach for America)  
Word-of-mouth from family and friends  
Other (Specify)

4. When you were a first year teacher, did you participate in a new teacher induction program?

Yes  
No

*(If response to Q4 is yes, go to (4a))*

4a. How would you rate your induction program?

1 – Highly effective  
2 – Effective  
3 – Not very effective  
4 – Ineffective

5. Were you assigned a peer mentor (coach, tutor) during your first year of teaching?

Yes  
No

*(If response to Q5 is yes, answer 5a -5c. Otherwise, go directly to Q6.)*

5a. How often were you in contact with your mentor?

Once  
Once monthly  
A few times a month  
Weekly  
Nearly every day

5b. Was your mentor experienced in the same or similar subject area(s) which you were assigned to teach?

Yes  
No

5c. How important was your mentor in helping you develop as a teacher?

Very important  
Important  
Somewhat important  
Not very important

6. How often did you meet formally with other new teachers in your first year of teaching?

Never  
Rarely  
Sometimes  
Frequently

7. How many times during your first year of teaching were you formally observed in the classroom?

Never  
1-2 times  
3-5 times  
More than five times

8. How often during your first year of teaching did your principal/assistant principal provide you useful feedback about your teaching?

Never  
Rarely  
Sometimes  
Frequently

9. Did your principal/assistant principal help you understand the overall mission and vision of your school?

Yes  
No  
Somewhat

10. Did your principal/assistant principal help you become a valued member of the school community?

Yes  
No  
Somewhat

11. How much are teachers involved in making important educational decisions in your school?

Teachers are rarely involved in making important decisions.  
Teachers are involved in a few important decisions.  
Teachers are involved in some important decisions.  
Teachers are involved in most important decisions.  
I am not sure.

12. How often do the teachers in your school give each other feedback about teaching?

Never  
Rarely  
Sometimes

Frequently

13. How often do the teachers in your school work together to respond to student needs?

Never  
Rarely  
Sometimes  
Frequently

14. How much do teachers at your school share common beliefs and values about what the mission of the school should be?

They share very few values.  
They share some values.  
They share most values.  
I don't know.

15. How often is time scheduled at your school to work collaboratively (e.g., team meetings, study groups, etc.)?

Never  
Rarely  
Sometimes  
Frequently

16. Do the policies at your school contribute to or interfere with your ability to teach effectively?

Interfere a lot  
Interfere a little  
Contribute a little  
Contribute a lot  
I don't know

***Rating scale for items 17-21***

- 1. – Not at all***  
***2. -- Not very well***  
***3. -- Fairly well***  
***4. -- Very well***

17. How well are you able to control disruptive behavior in the classroom?

18. How well are you able to get children to follow classroom rules?

19. How well are you able to motivate students who show low interest in school work?

20. How well are you able to provide appropriate challenges for very capable students?

21. How well are you able to engage your students in classroom learning?

22. Overall, how effective do you feel as a teacher?

1 – Highly effective  
2 – Effective  
3 – Not very effective  
4 – Ineffective

## APPENDIX H

### District Alternative Certification Program Teacher Completers (Additional Questions)

Please answer the following questions about your District's Alternative Certification Program.

1. Did you know about the Alternative Certification option before you began teaching?  
Yes  
No  
(if yes, the following question pops up, if no it is skipped)  
  
1a. Did knowing about the District's Alternative Certification Program have an influence on your decision to teach?  
Yes  
No
  
2. Where did you first hear about the Alternative Certification Option?  
  
During a teacher recruitment event  
From a school or district administrator  
From the Florida DOE Website  
From any other website  
Other [specify]
  
3. How long did it take to complete your District's Alternative Certification Program?  
Less than 6 months  
6 months to 1 year  
1 year to 2 years  
2 years to 3 years  
more than 3 years
  
5. Did your school district conduct a pre-assessment of your skills on the 12 Florida Educator Accomplished Practices?  
Yes  
No
  
6. Was an individual plan or Individual Professional Development Plan (IPDP) for your alternative certification program developed for you by your Support Team?  
  
Yes  
No  
  
(If response to Q6 is yes, answer (6a). Otherwise, go to Q7.)  
  
6a. Was the individual plan or Individual Professional Development Plan (IPDP) for your alternative certification program maintained throughout your program participation?  
  
Yes  
No

7. When did you receive training in classroom management skills (survival skills)?

Shortly after being hired and prior to beginning the teaching assignment

Within one month of beginning the teaching assignment

Two to three months after beginning the teaching assignment

Three to six months after beginning the teaching assignment

More than six months after beginning the teaching assignment

I did not receive training in classroom management skills either before or during my first year of employment as a classroom teacher

***[IF RESPONSE TO Q7 WAS ANYTHING EXCEPT LAST BULLET – RESPOND TO QUESTION #7a ...]***

7a. How useful was the training in classroom management skills (survival skills training)?

Very useful

Somewhat useful

Not very useful

## APPENDIX I

### Teacher Survey for EPI Program Completers (Additional Questions)

1. Where did you earn your bachelors' degree?
  - Florida public state university
  - Florida public community college
  - Florida private college or university
  - Out-of-state college or university
  - Other [Specify]
  
2. Where did you first hear about the Educator Preparation Institute?
  - Newspaper
  - Radio
  - Local Information Session
  - School District
  - Florida DOE website
  - Other [specify]
  
3. Did knowing about Educator Preparation Institutes have an influence on your decision to teach?
  - Yes
  - No
  
4. What types of financial aid did you receive for the EPI program?
  - Critical Teacher Shortage Loan Forgiveness Program
  - Federal Pell Grant
  - Student Loan
  - Scholarship from institution you attended
  - State Employee Tuition Waiver
  - Troops to Teachers/Spouses to Teachers
  - I did not receive financial aid
  - Other [specify]

How long did it take to complete your Educator Preparation Institute program?

  - 3 months or less
  - 4-6 months
  - 7-12 months
  - More than 12 months
  
5. Did your Educator Preparation Institute conduct a pre-assessment of your skills on the 12 Florida Educator Accomplished Practices?
  - Yes
  - No
  
6. Was an individual plan for you Educator Preparation Institute program developed for you by an advisor?
  - Yes
  - No

## APPENDIX J

### Principals' Survey Questions

#### INTRODUCTION – FIRST PAGE

The Florida Department of Education is seeking feedback from school principals on the effectiveness of our state's teacher preparation program by asking you questions about the teachers at your school that have recently completed these programs. This information is aggregated and reported by institution annually. Your input on this survey is one opportunity for you to communicate to our institutions and your districts about how well they initially prepare teachers to meet your school's needs. To view a copy of last year's report, please visit [www.teachinflorida.com/preparation](http://www.teachinflorida.com/preparation).

The teachers we will be asking you about may have completed any one of three types of teacher preparation programs during the 2006-07 school year: (1) initial teacher preparation programs at colleges and universities; (2) district alternative certification programs; or (3) educator preparation institutes.

Below is a list of your teachers who completed one of Florida's state-approved teacher preparation programs last academic year. If there is a teacher on this list who is no longer teaching at your school, please contact [support@fcim.org](mailto:support@fcim.org) with the name of the teacher. We will forward this information to the appropriate principal, if possible.

In rare instances, a teacher who completed one of these programs last year may not be on the list below. If you have such a teacher, please add that teacher by clicking the "Add a Teacher" button below and enter the teacher's name.

Please click the "Next" button to begin the survey.

District: Alachua (1)

School: TEST

(If this information is incorrect, please update your district and/or school.)

Thank you for your support in completing this survey. First, we would like to ask you about this teacher's performance in demonstrating the following competencies. Please mark each item as accurately as possible for each of your teachers identified for this survey and then click **Next** at the bottom of the page when you have finished in order to continue with the survey.

Rating Scale for each of the following items:

*1- Highly effective*

*2-Effective*

*3-Not very effective*

*4-Ineffective*

-Q1: Please rate this teacher's performance in the area of **Assessment**.

- Employs a variety of assessment strategies to determine students' performance of specified outcomes.
- Uses assessment data to improve student achievement.
- Modifies instruction based upon assessed student performance.

Q2: Please rate this teacher's performance in the following areas of **Communication**.

- Adapts communication style based on the needs of individuals and groups.
- Incorporates activities that promote positive communication among students.
- Provides opportunities for students to receive constructive feedback on individual work and behavior.

Q3: Please rate this teacher's performance in the area of **Continuous Improvement**.

- Accesses relevant educational research.
- Implements strategies acquired through professional growth opportunities.
- Reflects on professional practice to improve student learning.

Q4: Please rate this teacher's performance in the area of **Critical Thinking**.

- Identifies strategies that expand students' critical thinking.
- Plans activities that require students to gather information and solve problems.
- Uses questions and activities that engage students in higher order thinking.

Q5: Please rate this teacher's performance in the area of **Diversity**.

- Treats students equitably by fostering acceptance of diversity in the classroom.
- Communicates effectively with families and students from culturally diverse backgrounds.
- Uses a variety of teaching techniques and strategies to effectively instruct all students, including students with diverse learning needs.

Q6: Please rate this teacher's performance in the area of **Ethics**.

- Adheres to ethical standards expected of an educator in the classroom and in the school community
- Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
- Makes reasonable efforts to protect students from harmful conditions that interfere with their learning.

Q7: Please rate this teacher's performance in the area of **Human Development and Learning**.

- Uses a variety of developmentally appropriate activities to engage and motivate students.

- Uses knowledge of human development, learning theories, and first and second language acquisition processes.
- Recognizes developmental levels of students and identify differences within a group of students.

Q8: Please rate this teacher's performance in the area of **Knowledge of Subject Matter**.

- Demonstrates knowledge of Sunshine State Standards in the subject area.
- Demonstrates how knowledge can be applied to real-world settings.
- Demonstrates an understanding of how the subject is linked to other disciplines.

Q9: Please rate this teacher's performance in the following areas of **Learning Environment**.

- Uses instructional time effectively.
- Establishes classroom routines and procedures that promote a positive and safe learning environment.
- Maintains academic focus through the use of various techniques.

Q10: Please rate this teacher's performance in the area of **Planning**.

- Plans and conduct lessons with specific learning and performance outcomes that meet the needs of all students.
- Collaborates with other educators when planning lessons.
- Reflects on practice and modify instruction as needed.

Q11: Please rate this teacher's performance in the area of **Role of the Teacher**.

- Provides meaningful feedback regarding student performance to families.
- Works with colleagues to improve students' educational experiences.
- Uses resources outside the classroom to enrich student learning experiences.

Q12: Please rate this teacher's performance in the area of **Technology**.

- Uses technology in instructional delivery to enrich student learning experiences.
- Develops technology enriched learning activities that meets the diverse needs of students.
- Uses technology tools to manage and evaluate student data.

Q13: Please rate this teacher's performance in the area of **Reading**.

- Incorporates reading strategies in instructional planning in various subject areas.
- Uses individual reading assessments to improve student academic performance.
- Demonstrates knowledge of research-based, developmentally appropriate reading strategies.

Q14: Please rate this teacher's performance in the area of **Testing-Taking Strategies**.

- Prepares students for taking standardized tests by using aggregated data to create and assess instruction that focuses on improving student achievement.
- Monitors student performance on core benchmarks throughout the year.
- Provides students with strategies to improve test-taking skills.

Q15: Does this teacher meet your criteria for rehiring?

Yes

No

Q16: Is there any other information you would like to share regarding this teacher's strengths or weaknesses.

(Text box for each selected teacher)