

Beginning Teachers
from Florida Teacher Preparation Programs

**A Report on State Approved Teacher Preparation Programs
with Results of Surveys of Program Completers**

A Report Jointly Prepared by

The Florida Department of Education

The Florida Center for Interactive Media

The Department of Educational Leadership & Policy Studies

College of Education

Florida State University

January 2008

Acknowledgements

The authors from the Florida State University would like to acknowledge the individuals at the Florida Department of Education who were so generous with their time and expertise. They have succeeded in casting a wider net in the search for new educators, while developing formal systems to allow for assessment and continual improvement in the quality of the graduates and completers of various educator preparation programs.

It is difficult for policy analysts to bring themselves up to speed in areas as complex as educator preparation and certification. The same people at the DOE who develop and maintain these programs were also superb guides through the process for us outsiders. They demonstrated patience and understanding over our seeming incorrigibility. Would we ever get it right?

So thanks to all of you, who have worked with us now and in the past, to help us do the best study we could:

At the Florida Department of Education:

Karen Wilde, Bethany Bowman, Eileen McDaniel, Beverly Gregory, Betty Blue, Rebecca Pfeiffer, Genae Crump, Kathy Hebda, Tracy Woodward, Ian Neuhard.

At The Florida State University:

Mike Ferguson, Steve Griffin, Andrew Dennard, Traci Jones, Georgia Jahns, Amy McKnight, Steve Rollin

Project Team

Sande Milton, Ph.D.
Pamela Flood, Ed.D.
Melinda Dukes, Ed.S.
Fely Curva, Ph.D.
Ryan Wilke, M.S.
Eileen McDaniel
Kathryn S. Hebda
Genae Crump, Ph.D.
Rebecca Pfeiffer

Table of Contents

Introduction	1
Data Analysis	6
Instrument Design	6
Sampling Methodology	6
Comparison of Completers of Teacher Preparation Programs	7
Initial Teacher Preparation Programs (ITP Programs)	20
Employment of 2005-06 Program Completers	21
District Alternative Certification Programs (DACPs)	22
Teaching Assignments of Respondents	22
Prior Experience of Respondents	25
Marketing and Publicizing the DACP	27
Cost to Districts per DACP Participant	30
DACP Components	31
Educator Preparation Institutes (EPIs)	33
Analysis of Survey Data	34
Marketing and Incentives for EPIs	34
EPI Program Components	35
EPI Program Support for Participants	37
Institutional Support	38
New Teacher Induction Programs	38
Peer Mentors	39
School Climate and Exploratory Factor Analysis	44
Analysis of Teacher Competency	46
Conclusions and Recommendations	57
Appendices	i
Pathways to Teacher Certification	iii
Florida Educator Accomplished Practices	v
Teacher Survey Questions	ix
Principal Survey Questions	xxv
Mentor Survey Questions	xxix
Teacher Effectiveness Ratings by Institution (ITP Programs)	xxx

Beginning Teachers from Florida Teacher Preparation Programs

Introduction

Florida's Need for Teachers

Florida's need for teachers is expressed in both quantity and quality. In School Year 2006-07, there were more than 168,000 teachers in Florida public school classrooms, a two percent increase over the previous year.¹ Approximately 16,878 teaching positions need to be filled in 2007-08. Of these, most are in elementary education and exceptional student education. Between 2007-08 and 2016-17 Florida will need to fill between 17,000 and 23,500 classroom teacher positions per year – a total of more than 200,000. This represents nearly 120% of the size of the entire 2006 teacher workforce.

The projected need for 2007-08 was significantly lower than for 2006-07, the first year the class size amendment was implemented at the school level. This drop in need (although 17,000 is still a significant number of effective teachers to recruit) was due to a large and unforeseen drop in population growth and, in some part, due to districts doing a better job than even they anticipated in meeting class size reduction requirements. The Department instituted a number of significant recruitment efforts both in the state and around the nation, many of which were targeted at critical shortage areas, and all of which were based on input from school district recruiters. Many of these were continued leading up to 2007-08. Coupled with improved local efforts at recruiting qualified candidates, vacancy numbers have dropped from the first day of school each year since 2005-06 (2,101) to 1,946 in 2006-07, and 1,158 in 2007-08.²

Teacher Preparation and Certification in Florida

Our K-12 education system is focused on improving achievement for all students, and the key factor in that achievement is the quality of the teachers providing instruction to those students. Therefore, when examining the programs that prepare teachers in a state like Florida where we have experienced a need for thousands of new teachers each year, it is important to understand that Florida's systems are based on two key principles: maintaining high standards and recognizing options. Those principles drive both our certification structure (how individuals become certified or licensed) and our approval of teacher education programs (how individuals learn to teach). Florida has a two-tiered certification system, which provides for an individual to begin teaching under a non-renewable Temporary Certificate by demonstrating subject matter knowledge, during which time professional education and examinations are completed for the Professional Certificate. The Professional Certificate requires that candidates demonstrate mastery in three areas: (1) general knowledge, (2) subject matter knowledge, and (3) professional preparation and education competence. 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 the Appendix.

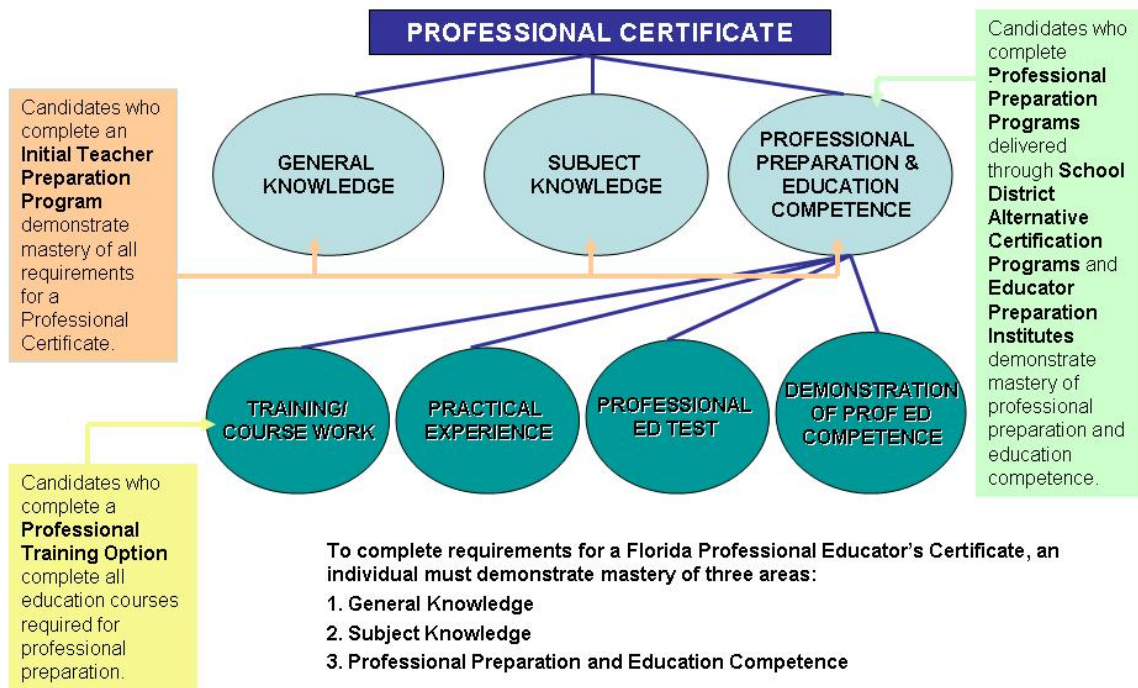
¹ Much of the material in this section is adapted from The Florida Department of Education, Miller, Martha "Projected Number of Teachers Needed Florida Public Schools February 2007" retrieved on September 8, 2007, 2PM from http://www.fldoe.org/evaluationpdf/tchr_proj_feb07_text_rpt.pdf

² Data Source: Bureau of Educator Recruitment, Development and Retention's annual district recruiter survey.

Again, under the same guiding principles, The Florida Legislature and State Board of Education have provided for multiple types of programs designed to prepare teachers for Florida’s classrooms. These include:

- Initial Teacher Preparation Programs (s. 1004.04, F.S.)
- Professional Preparation Programs offered through
 - o Educator Preparation Institutes (s. 1004.85, F.S.)
 - o District Alternative Certification Programs (s. 1012.56, F.S.)
- The Professional Training Option (Rule 6A-5.066, F.A.C.).

These programs are all approved by the Department of Education based on the regulations cited above 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. The diagram below illustrates the relationship between the types of approved teacher preparation programs and the certification process.



Sections 1004.04, 1004.85, and 1012.56, Florida Statutes

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 will qualify for a Professional Certification upon program completion. At the time of this publication, there are 389 initial teacher preparation programs offered by 34 Florida state universities, independent colleges, and community colleges (those authorized to offer bachelor’s degrees). Institutions offering an ITP programs are also authorized to offer an approved Professional Training Option (many times delivered as a minor in education) to degree seekers outside of the college of education or as a post-baccalaureate program of study.

To enroll in a Professional Preparation Program, an individual must already hold a bachelor's 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 without delay into the classroom with the tools they need to become effective. These programs are referred to as "alternative certification" programs and are provided through approved Educator Preparation Institutes (EPIs) at 26 community colleges and 4 state universities and delivered through district alternative certification programs (DACPs) by all of Florida's school districts.

Because of Florida's two-tier certification system, many individuals receive their teacher "preparation" during their first years of teaching. Only teachers employed by the school district and who hold a Temporary Certificate may enroll in a district's Professional Preparation Program. Over half of the participants in EPIs are currently employed teachers, and a large number of individuals enrolled in ITP programs have completed one or more years of teaching at the time of completion. Therefore, Florida's teacher preparation programs not only contribute potential new teachers to fill vacancies in Florida, but they also respond to the needs of early career teachers by providing them the means to complete their teacher preparation and retaining them in the classroom while they work toward earning a Florida Professional Certificate.

The Report

Section 1004.04(5), Florida Statutes, authorizes ITPs and requires 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. This report must analyze the data and make recommendations for improving teacher preparation programs in the state.

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, state-wide data in these performance areas that lead institutions to do further and more in-depth study.

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 completers from three types of programs described earlier in the introduction, ITP programs and Professional Preparation Programs offered through EPIs and DACPs. (Note: Professional Training Options were too new to have reported any completers at the time this document was completed.) Surveys of program completers and those closely associated with them, their principals, mentors and program coordinators, were designed to glean information about their perceptions of the level of completers' preparedness for the classroom with regard to the competencies and skills that would be associated with their respective preparation programs. To this end, we asked principals

how effective their new teachers were in demonstrating the twelve Florida Educator Accomplished Practices (FEAPs), and in providing reading instruction and test preparation; we asked principals whether these beginning teachers met their criteria for rehiring; we asked mentors how well the teachers compared with other beginning teachers; and we asked the teachers themselves to rate their own effectiveness.

To provide additional contextual information about the early career experiences of these teachers, the report also documents information about peer mentors, including their professional experience, their roles vis-à-vis the participants, the frequency of contact with their teachers, and others. The survey responses confirm that the respondents believe their mentors are an integral component in their beginning teacher experience. Additionally, district alternative certification coordinators were surveyed, providing an additional system layer of context that includes estimated costs of district alternative certification programs, the type of program they offered (state-developed, district-developed, or a combination of both), and marketing strategies.

Included in the report are the results of a SY 2006-07 study of beginning teachers, their principals, their peer mentors, and district alternative certification coordinators. The information ranges from demographic descriptions of program participants (public school teachers), to summaries of participants' backgrounds, current teaching assignments, their plans for the next academic year, and more. The survey sought information about the respondents' perceptions about the effectiveness of their teacher preparation programs and the kind of support they are receiving in their first years of teaching. The analysis also includes trend data over a five-year period for DACP participants and over a three-year period for ITP program completers, where available. These longitudinal data provide an important historical context for interpreting the data.

Florida Educator Accomplished Practices (FEAPs)

The Florida Educator Accomplished Practices (FEAPs) are essential skills and knowledge that provide the foundation for the pedagogy in all of Florida's approved teacher preparation programs. The FEAPs were developed by the Education Standards Commission and adopted into Rule 6A-5.065, F.A.C., by the State Board of Education. The rule includes sample indicators indicative of the preprofessional, professional, and accomplished levels. Teacher preparation programs should prepare candidates at the preprofessional level. A complete explanation of all FEAPs is found in the Appendix.

The Florida Educator Accomplished Practices
(1) Assessment
(2) Communication
(3) Continuous Improvement
(4) Critical Thinking
(5) Diversity
(6) Ethics
(7) Human Development and Learning
(8) Knowledge of Subject Matter
(9) Learning Environments
(10) Planning
(11) Role of the Teacher
(12) Technology

Organization of the Data Analysis Section

The Data Analysis section is presented in three parts. First is a discussion of the design of the six survey instruments for completers of initial teacher preparation programs (ITPs), district alternative certification programs (DACPs), and Educator Preparation Institutes (EPIs); principals; peer mentors of alternative certification completers/participants; and district alternative certification coordinators. Following this is an explanation of the sampling methodology, including the methodology for distribution of the web-based surveys.

Third, findings are presented. We begin with an analysis of population data describing gender, age and race of teachers who completed their certification in 2005-06 by route to certification. Following this analysis of population data, we describe the characteristics of the sample

responding to the web-based survey. In this section, we also include responses of principals, mentors and district coordinators. We conduct a detailed analysis of the current survey data across the three teacher preparation program types, and then analyze trend data using results from previous surveys. In the case of DACP completers, we are able to compare most findings over four or five years. For ITP program completers, the analysis includes trend data over a three-year period. (We do not include EPIs in the trend data because last year was the first year for reporting completers.)

The survey analysis will include the elements that are common to all three types of teachers. These common elements include a description of teachers' professional backgrounds, their current teaching assignment, and whether they plan to continue to teach. We then provide information collected specifically on ITP programs, including percentages of completers employed in Florida public schools.

Next, we include a section specific only to completers of DACPs. These elements include levels of implementation of specific program components: classroom management training, pre-assessment of skills, the development of an individual professional development plan, and the assignment of a peer mentor. We also analyze costs of alternative certification programs to the local school districts, and the extent and success of districts' marketing the program to attract new teachers. Again, we analyze data from the current study and trend data where available.

A section specific to EPI completers follows. We begin with a brief description of the program and projections of expected numbers of enrollees and completers. We also analyze components specific to EPI completers, including the institute they attended, how long it took them to complete the program, curriculum and field experiences, professional support networks, and a section on how they first heard about the EPIs.

Following the Data Analysis section we return to data related to teachers who completed any of the program types. Here we describe support structures in place for new teachers: principal support, faculty collaboration, and other school climate factors. We then analyze whether these support structures contribute to various outcomes, including teachers' sense of efficacy and their plans to stay in the profession, among others.

Finally, we turn to measures of teacher preparedness. These include teachers' self-reports on their perceived competency and preparation in the 12 Florida Educator Accomplished Practices (FEAPs), techniques of teaching reading, and test preparation for students taking standardized state and national achievement tests; principals' ratings of teacher preparedness on the same 14 skills; and mentors' ratings of the teachers on teachers' overall preparedness. Principals also indicated whether the teacher met his/her criteria for rehiring.

In the Appendices, we include additional information about pathways to certification, the definitions of the Florida Educator Accomplished Practices, copies of the survey instruments, and a breakdown of ITP completers' self-ratings of effectiveness by institution.

Data Analysis

Instrument Design

The data collection instruments were six web-based surveys, one for each category of respondent: three categories of beginning teachers, principal, classroom mentor, and district alternative certification coordinators. The surveys have been used and modified over the last five years for the teachers completing/participating in the DACPs and for the last two years for ITP program completers.

The teacher survey included many common items (e.g., demographics, teaching position-related, school climate, effectiveness of their training, self-appraisal of effectiveness, etc.) for all three categories of respondent. It included program-specific items, as well as items designed to capture these new teachers' perceptions of the support they received from their schools' principals, colleagues, and mentors. For DACP and EPI completers, 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 district where they completed their program.

Principals received one survey for each beginning teacher in his/her school. 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 for rehiring.

The survey of peer mentors of DACP completers and participants included items related to the frequency of contact with their teacher and their own training, professional credentials and experience. In addition, mentors were asked about their role vis-à-vis the teacher, and their own evaluation of the teacher's effectiveness.

The survey of district alternative certification coordinators included information on the type and length of programs they offer, district costs of alternative certification programs, components included in their programs, tuition charged to participants, and qualitative information on program improvement.

Sampling Methodology

Six surveys were developed for four different populations: three categories of beginning teachers, their principals, peer mentors of DACP completers/participants, and DACP coordinators. We first developed population frames. In the teacher study the population included:

- All beginning teachers who completed an initial teacher preparation program (ITP) in Florida in 2005-2006;
- All beginning teachers who completed an Educator Preparation Institute (EPI) in Florida in 2005-2006;
- All beginning teachers who completed a district alternative certification program (DACP) in Florida in 2005-2006 or participated in the program in 2006-2007.

The population frame in a web-based survey such as this one would include names and email addresses of all teachers fitting the above criteria. The second step would be to determine a sampling fraction in order to identify 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 email list is complete. There are often, however, increased costs during data coding, since certain variables must be coded by hand.

When designing the sample for this survey of beginning teachers in Florida, the names of teachers who had completed ITP programs, teachers who had completed EPIs, and teachers who had completed and/or participated in DACPs were obtained from program providers and then matched to the Florida Department of Education's Staff Database.

The most significant difficulty in distributing the web-based surveys to teachers was that all school districts employ powerful spam-catching programs to protect their systems from inappropriate communications. These programs typically are designed to intercept emails that are sent in mass distributions. As a result, we were not able to distribute the survey from outside school districts, as they would have been intercepted by spam-catchers.

We determined that the best way to distribute the web-based surveys was to enlist the help of district professional development coordinators and district alternative certification program coordinators. (In smaller counties, these jobs may be performed by the same individual.) District contacts were sent the list of 2005-2006 completers of all three teacher preparation programs – and their associated school principals per the Staff Database. District contacts were asked to distribute the web-based survey information and web-link to the individual teachers in their school district.

District contacts also were asked to contact school principals and provide them with the information in regards to the web-based surveys. Principals were asked to evaluate each of the teachers in the overall sample who were currently employed at their schools. The principals' surveys were pre-populated with the names of the beginning teachers in their schools, and there were additional places for them to list teachers who may not have been included in the list.

Since there is no comprehensive or centralized list of peer mentors working with beginning teachers, we sampled only mentors serving in the DACPs. We were able to reach these mentors through the alternative certification coordinators. We emailed the coordinators the information and link to the mentor web survey, and they distributed the surveys via email to the mentors in their own districts.

An important limitation of our method of distribution was that we had no way of knowing how many surveys were distributed via email links. In other words, we did not have a mechanism for finding out how many surveys were distributed by district coordinators (if any). As a result, there was no way to calculate response rates: we know the numerator (the number of respondents), but not the denominator (the number of surveys sent out) of the return rate formula.

Comparison of the Characteristics of Completers of Teacher Preparation Programs

Analysis of age, gender and race/ethnicity are based on the actual number of teachers who completed ITPs, DACPs, and EPIs during the 2005-2006 academic year. We refer to these data

as “population statistics.” Other findings in the report are based on samples of current teachers or on previous samples across time. These are referred to as “sample statistics.”³

The demographic profile of the population of 2005-06 program completers 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 (29.9%) and EPI completers (25.6%) than from ITP programs (13.1%). (See Table 1.) The differences in gender representation have remained stable over time, as well as in previous surveys (see Figures 2-4).

Table 1

Teacher Gender by Teacher Preparation Program Type (Population Data)				
Gender	ITP Programs	DACPs	EPIs	Total
Male	805	390	22	1067
	(13.1%)	(29.9%)	(25.6%)	(13.7%)
Female	5333	913	64	6740
	(86.8%)	(70.1%)	(74.4%)	(86.3%)
Total	6136	1303	86	7807

Age of beginning teachers showed a slightly different pattern. Participant respondents in DACPs are considerably older than other completers. Sixty-nine percent of the DACP respondents were over 30 years old, compared to only 43% percent of ITP teachers. EPI teachers were even older than DACP respondents. Forty percent of DACP completers were over 40 years old; nearly 56 percent of EPI teachers were over 40. The initial cohort of EPI graduates, then, do not appear to be recent college graduates using the EPI as an alternative to majoring in education. (See Table 2 below and Figures 5 and 6.)

Table 2

Age of Teachers by Preparation Program Type (Population Data)			
Age	ITP Programs	DACPs (based on survey data)	EPIs
20-29	3520	82	19
	(57.3%)	(30.8%)	(22.1%)
30-39	1492	77	19
	(24.3%)	(28.9%)	(22.1%)
40-49	769	58	24
	(12.5%)	(21.8%)	(27.9%)
50+	355	49	24
	(5.7%)	(18.4%)	(27.9%)
Total	6136	271	86

³ Where individuals do not report any of their characteristics, those individuals are omitted from the calculation for that characteristic. This is the reason for differing totals in each table.

There are not consistent racial/ethnic differences between teachers who have followed different routes to certification. Percentages of whites and blacks are virtually the same between ITP and DACP teachers (66% and 70.8 for whites; 13.2 and 16.6% for blacks). However, nearly twice as many beginning Hispanic teachers graduated from ITPs than DACPs. (See Table 3 following and Figures 7 and 8.) The racial/ethnic breakdown in DACP survey respondents has remained stable over time, while ITP graduates have been less consistent (see Figures 9 and 10).

Table 3

Race/Ethnicity of Survey Respondent/Teachers by Teacher Preparation Program Type				
Race	ITP programs	DACPs	EPIs	Total
White	4054 (66.0%)	919 (70.8%)	74 (87.1%)	5000 (66.8%)
Black	816 (13.2%)	216 (16.6%)	10 (11.8%)	1079 (14.4%)
Hispanic	949 (15.5%)	130 (10.0%)	0 (0%)	1257 (16.8%)
Asian	81 (1.3%)	24 (1.8%)	1 (1.2%)	106 (1.4%)
American Indian	22 (0.3%)	5 (0.4%)	0 (0.0%)	31 (0.4%)
Other	16 (0.2%)	4 (0.3%)	0 (0.0%)	16 (0.2%)
Total	5938	1298	85	7489

Sample Statistics and Generalizability

There were 660 valid surveys received from ITP program completers; 71.3 percent had attended state colleges or universities and 28.7 percent had attended private institutions. We received 1,025 valid survey instruments from DACP participants (still enrolled in the program) and 271 from DACP completers. Since 2005-06 was the EPIs' first year of program completers, staff at the Florida Division of Community Colleges identified 86 completers, of whom 54 returned surveys, a return rate of 63.0 percent.

The estimates in the sample closely approximated the real parameters in the population for both ITP completers and DACP completers. In the case of gender and ethnicity, percentage estimates were close to those of actual numbers of completers teaching in Florida public schools. However, despite the high return rate from EPI completers, their estimates were far from the true population parameters. For example, just over 20 percent of the actual EPI graduates who were teaching in Florida schools were in their twenties. In contrast, nearly 60 percent of EPI completers responding to the survey were between 20 and 29 years of age. (Compare Figures 2 and 3; Figures 5 and 6; Figures 7 and 8.) Thus, inferences drawn from the sample of ITP and DACP teachers may be considerably more reliable than those for EPI graduates. However, given the small number of the initial cohort of EPI completers, it is premature to draw significant inferences.

Teaching Assignment, Prior Employment and Future Employment Status of Respondents

Teaching assignments of responders from ITP programs differed substantially from those of responding DACP and EPI completers. Less than 20% of responding ITP completers are teaching at the secondary level, while between 30 and 40 percent of responding DACP completers are assigned to middle and high schools. (See Table 4 and Figures 11-12.)

Table 4

Subject Area Placement of Respondents by Teacher Preparation Program Type				
	ITP Programs	DACPs	EPIs	Total
Business/Computers	1 (0.2%)	7 (2.7%)	0 (0.0%)	8 (.9%)
Early Childhood	2 (0.3%)	0 (.0%)	0 (0.0%)	2 (.2%)
Elementary Integrated	307 (52.7%)	43 (16.5%)	28 (51.9%)	378 (42.1%)
ESOL	1 (0.2%)	0 (.0%)	0 (0.0%)	1 (.1%)
Fine Arts	8 (1.4%)	12 (4.6%)	2 (3.7%)	22 (2.5%)
Foreign Language	5 (0.9%)	6 (2.3%)	0 (0.0%)	11 (1.2%)
Gifted	3 (0.5%)	1 (.4%)	0 (0.0%)	4 (.4%)
Math	44 (7.5%)	44 (16.9%)	9 (16.7%)	97 (10.8%)
Media	11 (1.9%)	1 (.4%)	0 (0.0%)	12 (1.3%)
P/E Health	4 (0.7%)	7 (2.7%)	0 (0.0%)	11 (1.2%)
Reading/Language Arts	77 (13.2%)	54 (20.8%)	7 (13.0%)	138 (15.4%)
Sciences	26 (4.5%)	30 (11.5%)	2 (3.7%)	58 (6.5%)
Social Sciences	28 (4.8%)	23 (8.8%)	0 (0.0%)	51 (5.7%)
Exceptional Student Ed (ESE)	38 (6.5%)	14 (5.4%)	5 (9.3%)	57 (6.4%)
Vocational Education	1 (0.2%)	4 (1.5%)	0 (0.0%)	5 (.6%)
Other	27 (4.6%)	14 (5.4%)	1 (1.9%)	42 (4.7%)
Total	583	260	54	897

Similarly, the subject area placement of ITP program completers differs from DACP and EPI completers. Less than 10% of ITP program completers are assigned to subject area specialties, compared to DACP and EPI completers who are assigned between 10 and 25 percent in subject area specialties. These figures are reflective of the structure of professional preparation programs (content degree plus professional training) and the number of institutions with state-approved ITPs producing completers in the areas of Elementary Education and Exceptional Student Education. These figures have remained stable over the study period. District alternative certification programs and EPIs have provided additional preparation routes for potential teachers in some of the secondary subject matter critical shortage areas (see Table 5 and Figures 13-14).

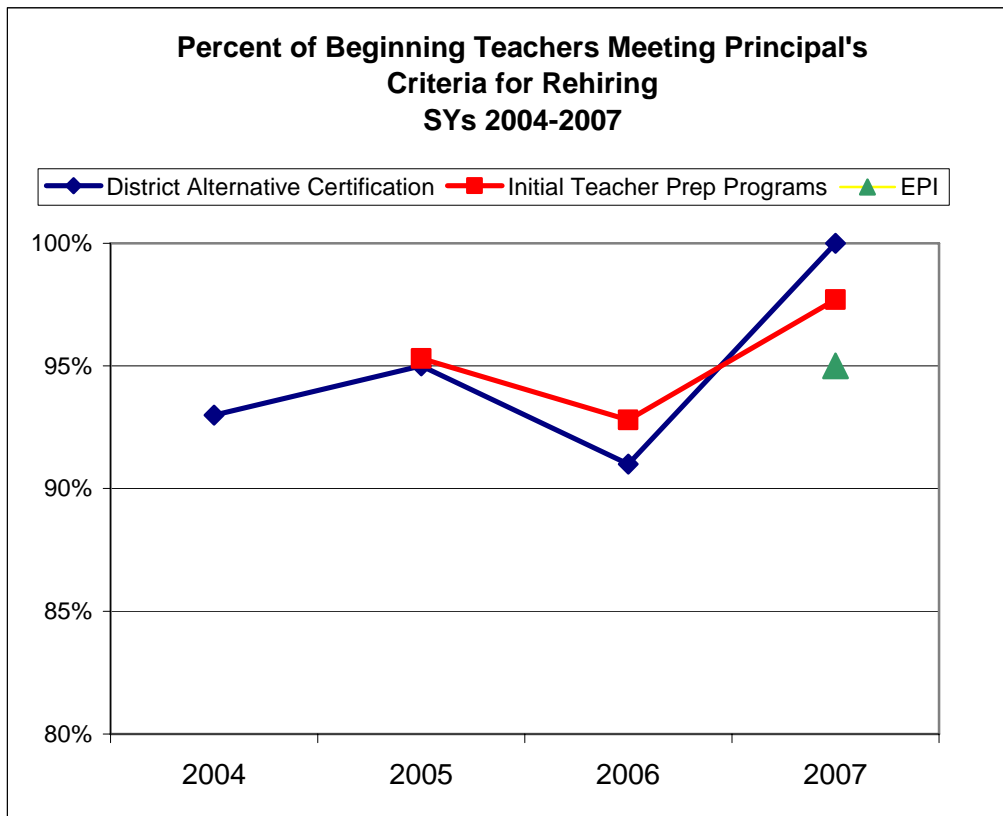
Table 5

Teacher's Activity One Year Prior to Teaching				
	DACP Completers		EPI Completers	
	Frequency	Percent	Frequency	Percent
Business	282	25.2	14	28.6
Student	154	13.7	22	44.9
Substitute teacher	103	9.2		
Paraprofessional	55	4.9	-	-
Science and Engineering	48	4.2	-	-
Stay at home parent/guardian	47	4.2	-	-
Social work	43	3.8	-	-
Education	42	3.7	5	10.2
Administrative staff/Secretary	36	3.2	-	-
Health related	25	2.2	-	-
Teacher	23	2.1		
Day care worker	22	2.0	-	-
TV/Radio/News	20	1.8	-	-
Technical	20	1.8	-	-
Fine Arts	19	1.7	-	-
University/College	17	1.5	-	-
Military	17	1.5	1	2.0
Legal related	13	1.2	-	-
Government	13	1.2	2	4.1
Volunteer	8	0.7	-	-
Unemployed	7	0.6	-	-
Librarian	3	0.3	-	-
Other	104	9.0	5	10.2
Total	1121	100	49	100.0

The prior jobs held by DACP and EPI completers showed similar patterns. In both groups, approximately one in four respondents had worked in the business world one year prior to entering the teaching force. Among DACP participants, over 20% had worked in education-related areas as substitute teachers, paraprofessionals, or day care workers. The DACP appears to be an important mobility channel for persons working in education to realize professional growth and change. Over ten percent of EPI respondents also cited education as their previous job.⁴ (See Table 5.)

There were no significant differences among teachers regarding their employment status for the next academic year, either from teachers' self-reports or principals' evaluation of whether teachers met their criteria for rehiring. Fewer than three percent in any of the teacher preparation program types reported they would not be rehired. Similarly, principals reported that over 95% of each group met their criteria for rehiring. (See Figure 1 below and Figure 15.)

Figure 1



⁴ ITP completers were not asked about their prior work experience.

Figure 2

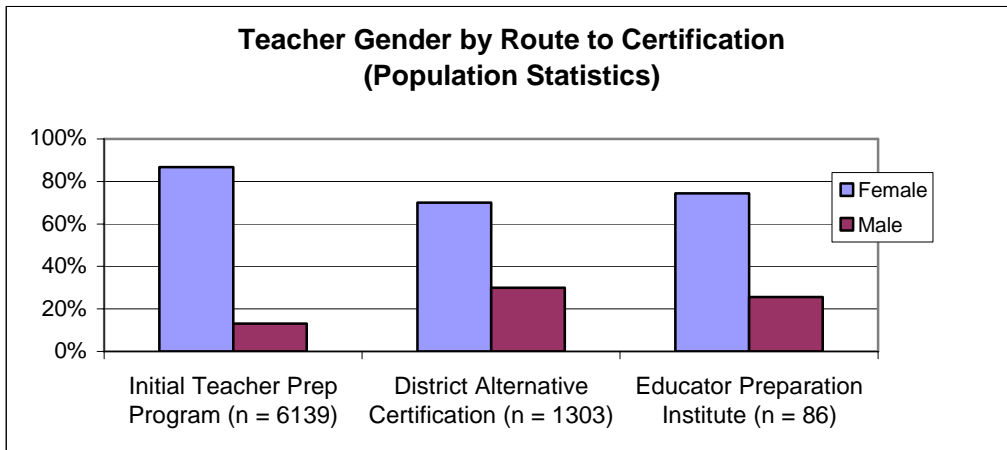


Figure 3

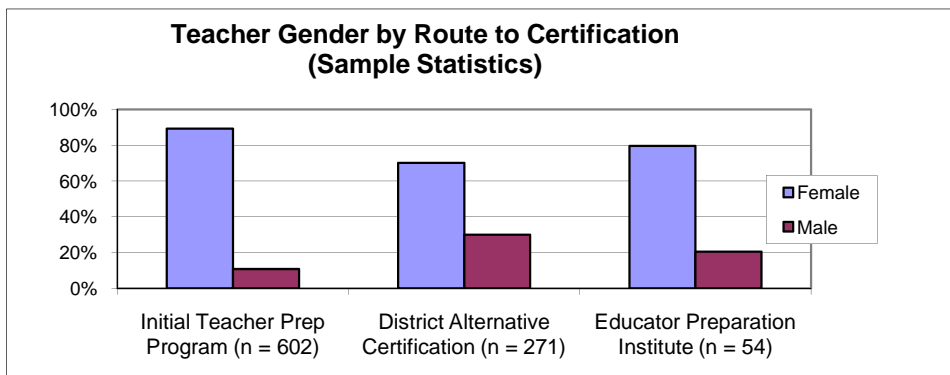


Figure 4

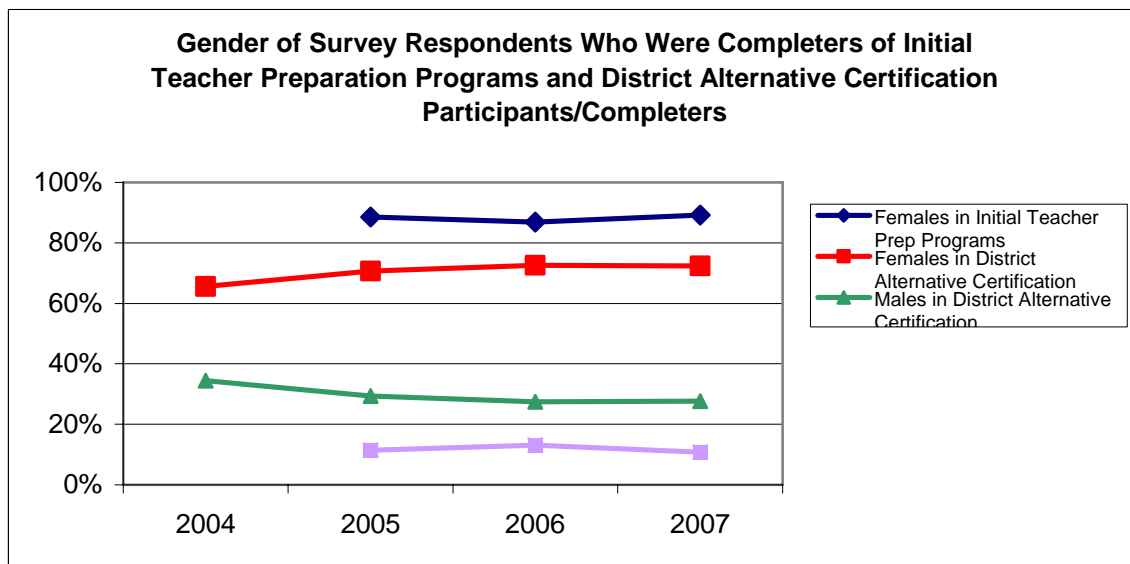


Figure 5

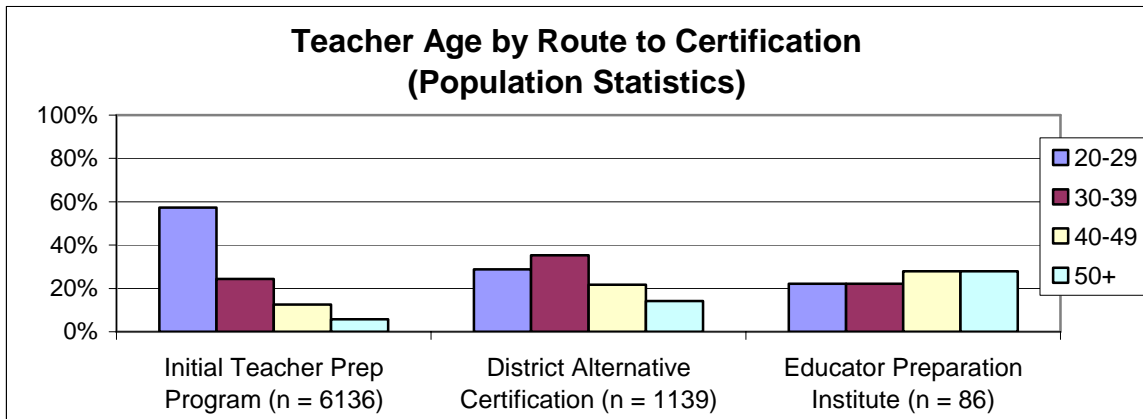


Figure 6

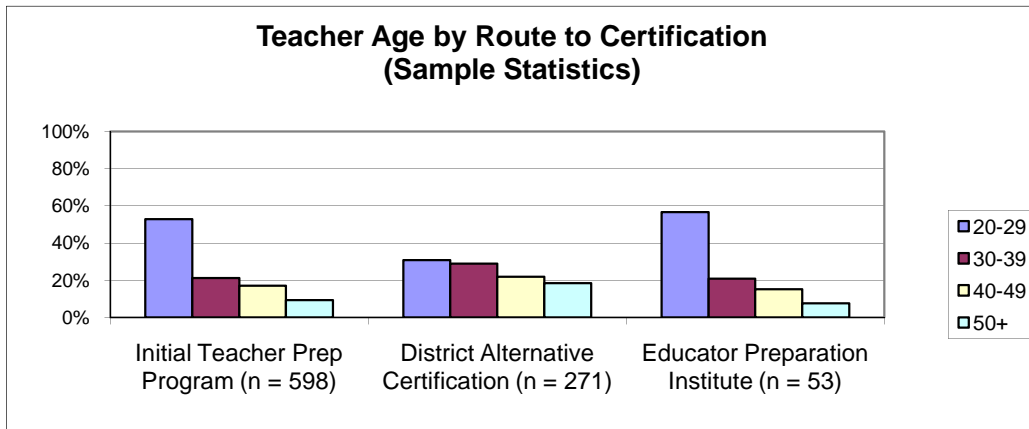


Figure 7

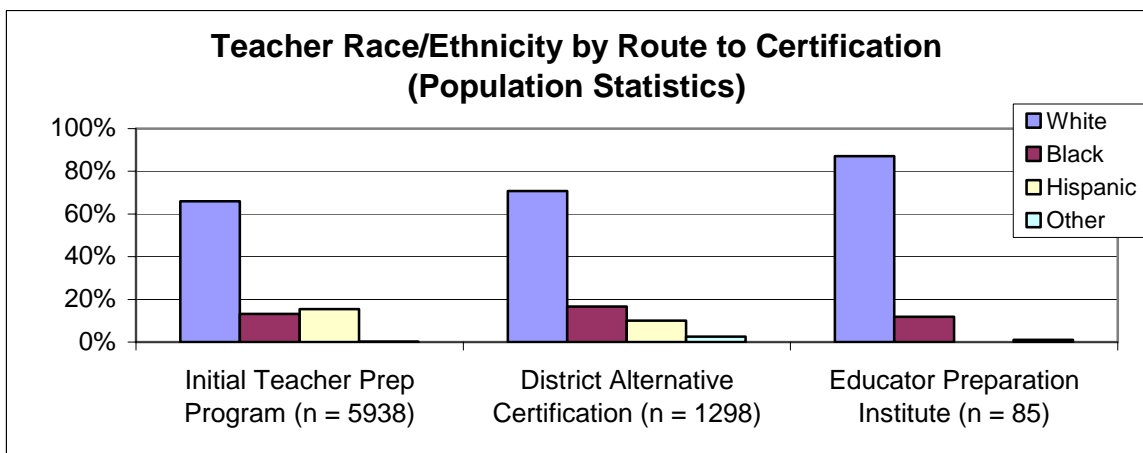


Figure 8

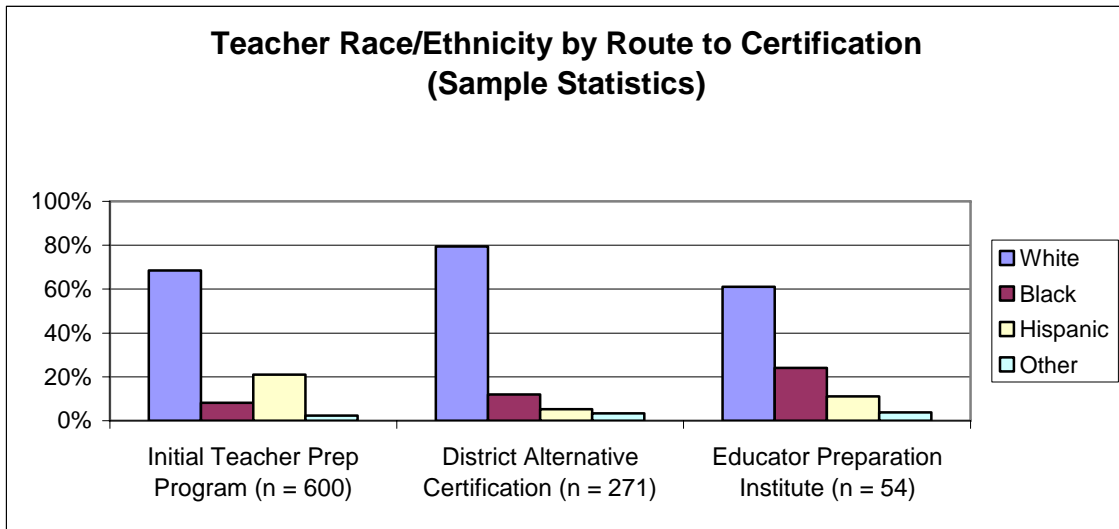


Figure 9

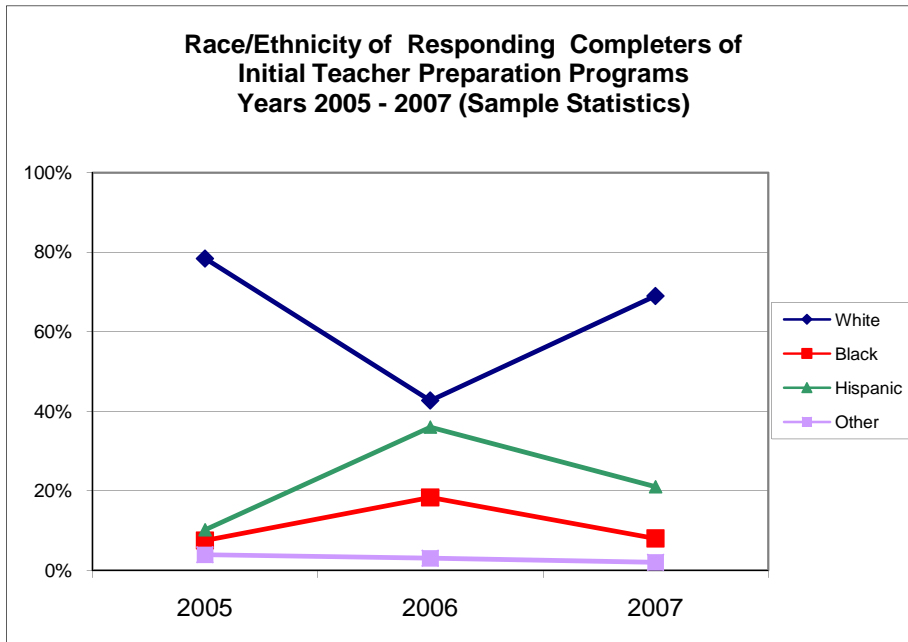


Figure 10

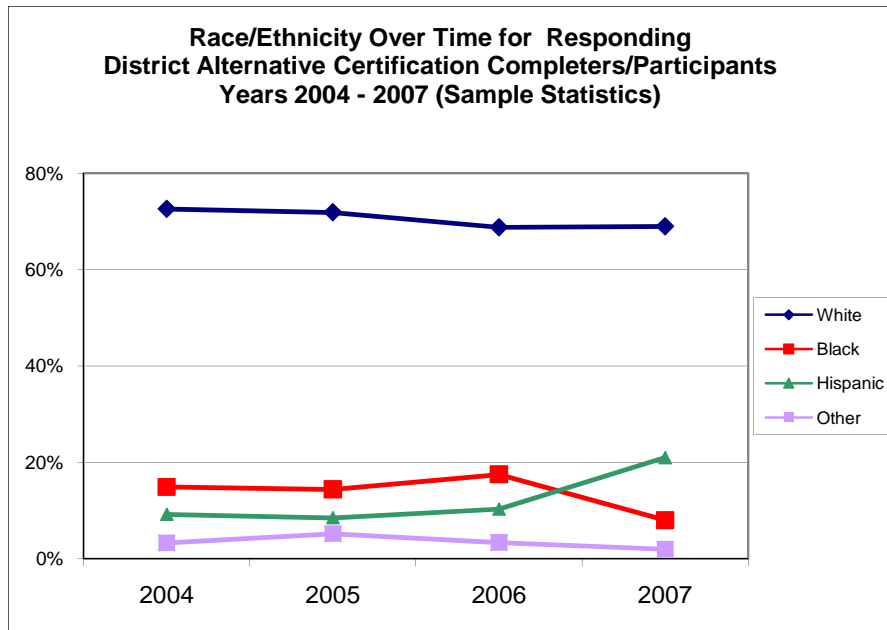


Table 6

Grade Level Taught by Teacher Preparation Program Type Survey Respondents/Completers				
	Initial teacher preparation programs	District alternative certification programs	Educator preparation institutes	Total
Pre-K	2 (.3%)	0 (.0%)	0 (.0%)	2 (.2%)
K-5	406 (67.7%)	66 (24.4%)	38 (70.4%)	510 (55.2%)
6-8	84 (14.0%)	98 (36.3%)	12 (22.2%)	194 (21.0%)
9-12	103 (17.2%)	104 (38.5%)	3 (5.6%)	210 (22.7%)
Other	5 (.8%)	2 (.7%)	1 (1.9%)	8 (.9%)
Total	600	270	54	924

Figure 11

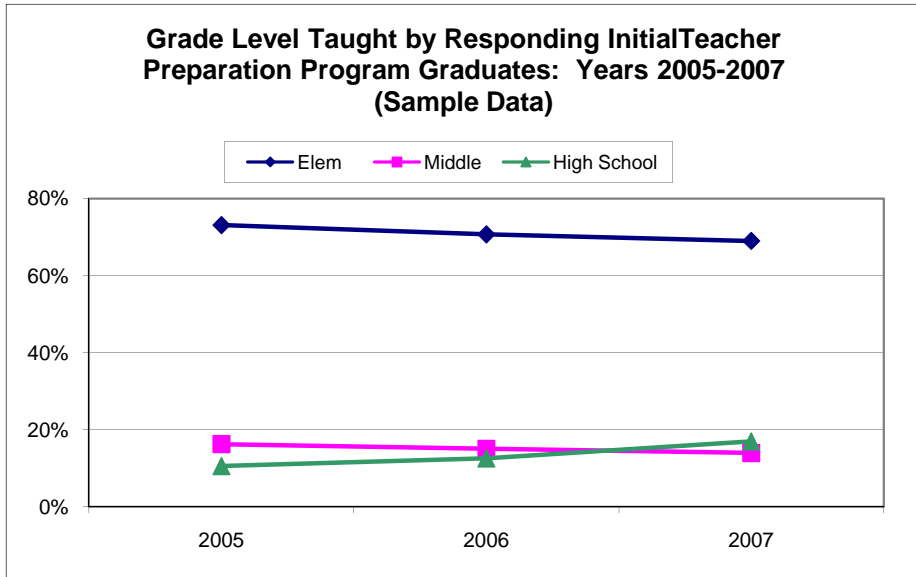


Figure 12

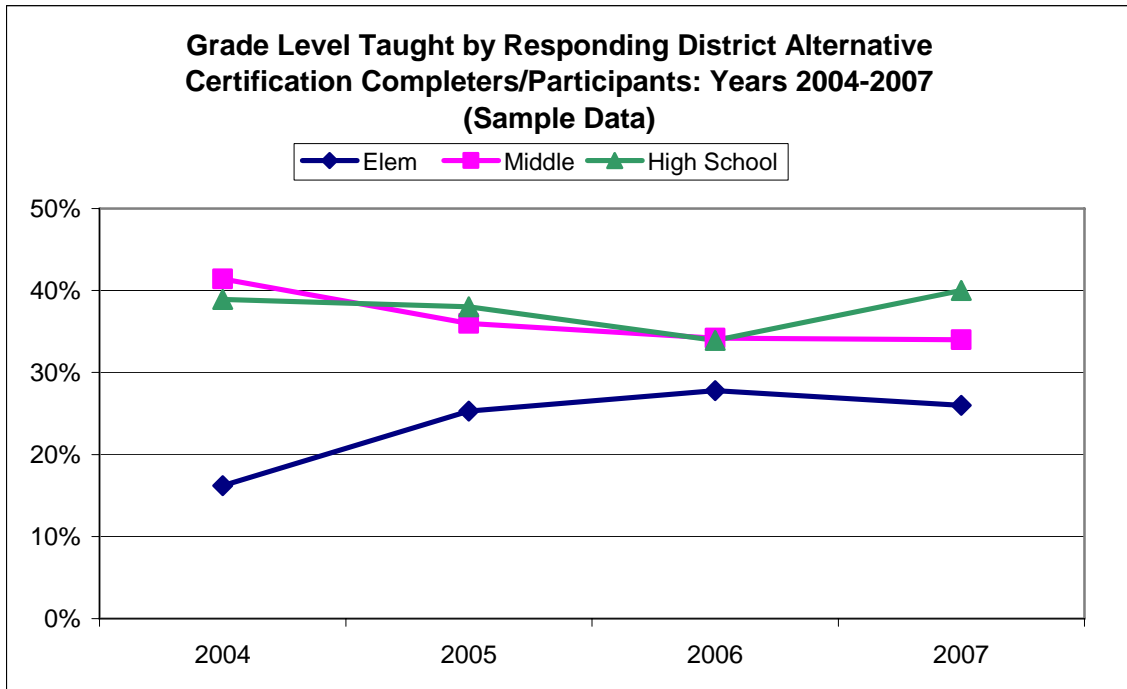


Figure 13

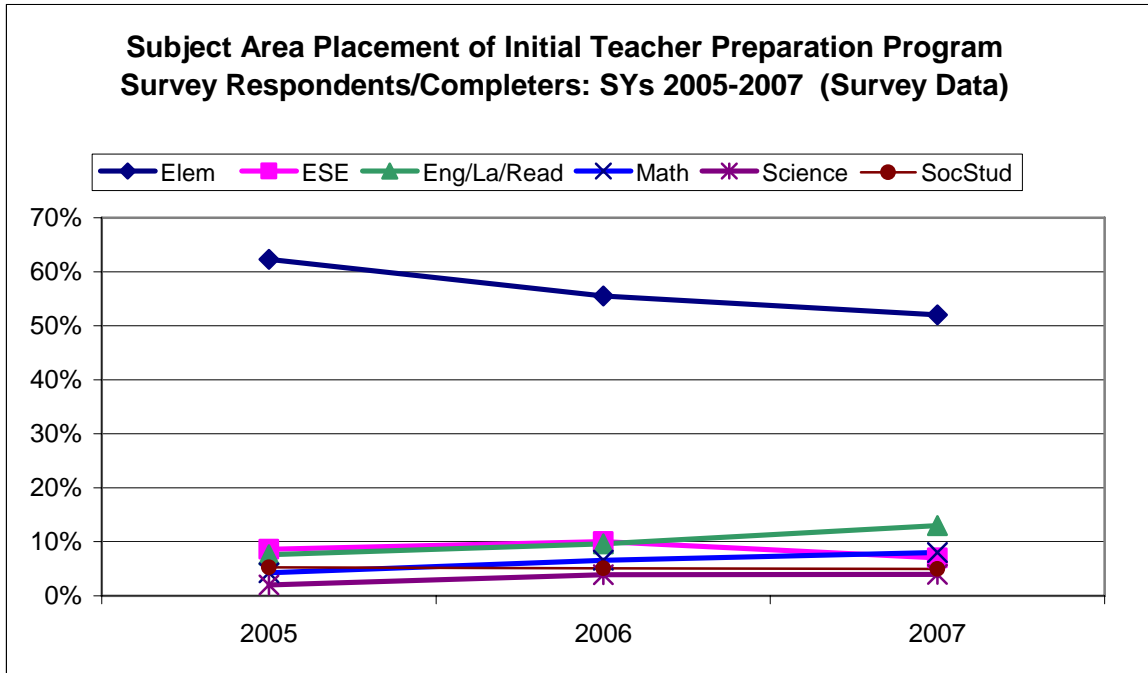


Figure 14

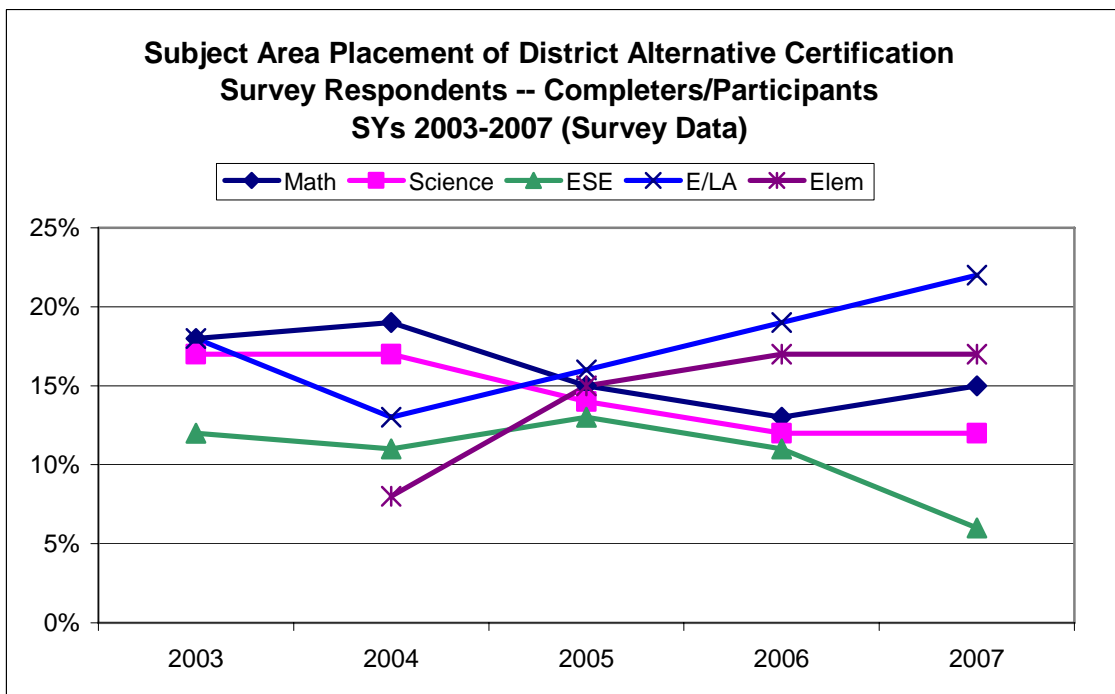
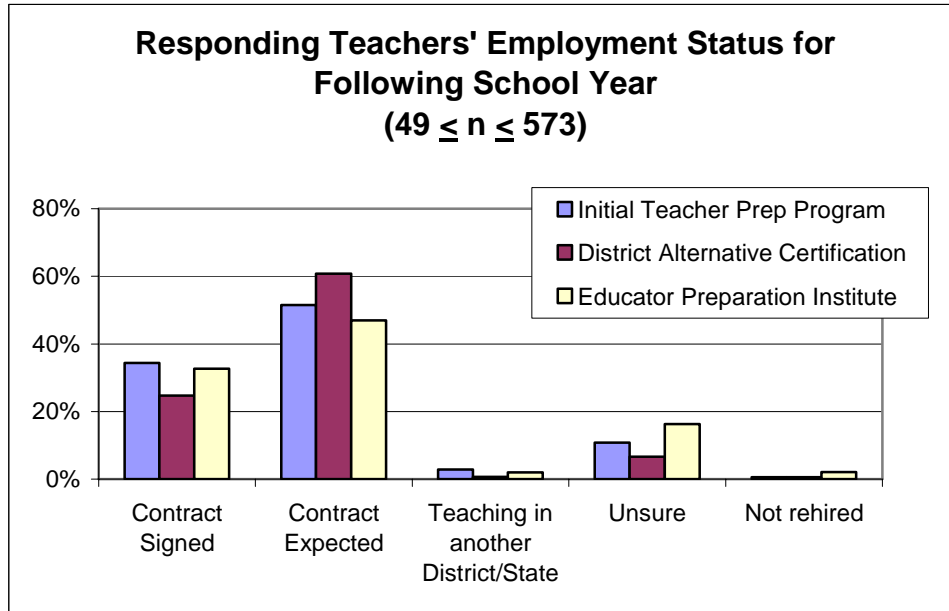


Figure 15



Initial Teacher Preparation Programs

Initial teacher preparation programs (ITPs) are authorized in section 1004.04, Florida Statutes, and typically terminate in a bachelor’s, master’s, or specialist’s degree in education with specific subject area expertise, and completers are qualified for a Professional Certificate. At the time of this publication, there are 389 Initial Teacher Preparation Programs offered by 32 Florida state universities, independent colleges, and community colleges with authorization to offer bachelor’s degrees. For the 2005-06 school year, 6,139 individuals completed an ITP program, 4,405 of which were employed in a full-time instructional position in a Florida public school during the 2006-07 school year (Figure 16). Some of these individuals begin teaching after their program is completed; others complete the program as their initial teacher preparation under a Temporary Certificate; and others are experienced teachers with a Professional Certificate who enroll in the program to add a new certification subject area. These programs also provide master’s or specialist’s level certification for guidance counselors, school psychologists and reading specialists. Table 7 on the following page shows the percentages for program completer employment by institution.

Figure 16

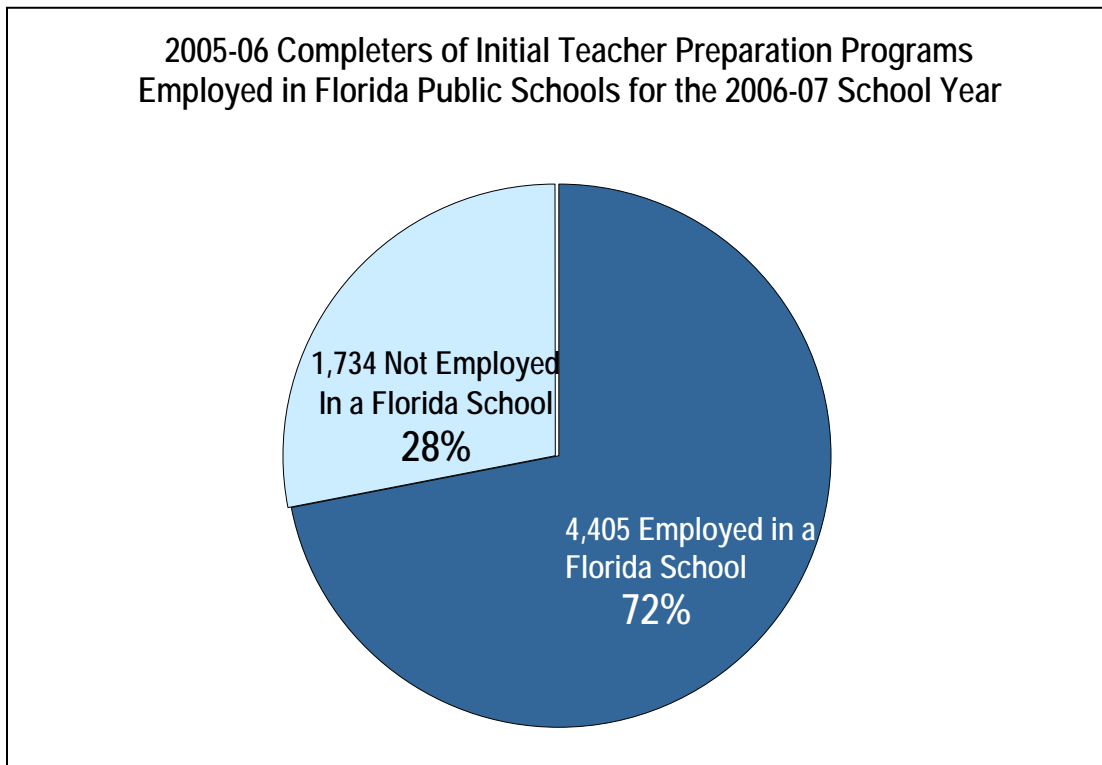


Table 7

Initial Teacher Preparation Program Institution	Number of Program Completers 2005-06	Number of Completers Employed in Florida Public Schools 2006-07	Percentage of Completers Employed in Florida Public Schools 2006-07
Barry University	386	278	72%
Bethune-Cookman Univ.	29	20	69%
Chipola College	9	9	100%
Clearwater Christian Coll.	19	7	37%
Flagler College	103	57	58%
Florida A&M University	56	33	59%
Florida Atlantic University	601	429	71%
Florida College	3	2	66%
Florida Gulf Coast Univ.	122	91	75%
Florida Inst. of Technology	4	2	50%
Florida International Univ.	376	285	76%
Florida Memorial Univ.	72	55	76%
Florida Southern College	63	53	84%
Florida State University	360	215	60%
Jacksonville University	12	6	50%
Lynn University	23	12	52%
Miami-Dade College	24	23	96%
Nova Southeastern Univ.	540	429	79%
Palm Beach Atlantic Univ.	41	23	56%
Rollins College	21	12	57%
Southeastern University	23	9	39%
St. Leo University	95	83	87%
St. Petersburg College	145	119	82%
Stetson University	45	32	71%
Univ. of Central Florida	1003	756	75%
University of Florida	258	158	61%
University of Miami	86	51	59%
University of North Florida	331	247	75%
University of South Florida	1090	755	69%
University of Tampa	37	25	68%
University of West Florida	141	113	80%
Warner Southern College	21	16	76%
Total	6,139	4,405	72%

District Alternative Certification Programs

District-level alternative certification programs in Florida provide competency-based, on-the-job professional education preparation to newly hired teachers who have demonstrated subject area expertise, but who have not previously completed an initial teacher preparation program. All district-level alternative certification programs are either developed or approved by the Florida Department of Education and implemented by Florida school districts.

Districts may develop their own program or use Florida's Alternative Certification Program (FACP) at no cost. The FACP offers professional education preparation via distance learning and face-to-face peer support to beginning teachers with subject area expertise. The FACP includes the following program components:

1. **Survival Training** to ensure an initial period of preparation before the teacher assumes responsibility for the classroom;
2. **CD-ROM** to train users on features of the web-based learning management system used to deliver the learning activities;
3. **Support Team** to coordinate and support the professional development of the teacher (Peer Mentor, On-Line Tutor, Building Level Administrator, and Outside Educator);
4. **On-line Professional Preparation Learning Activities** to provide in-depth, in-time acquisition of the Florida Educator Accomplished Practices;
5. **Collaborative Partners** to assist school district implementation;
6. **Pre-Assessment** to determine the learning needs of each teacher;
7. **Individual Action Plan** to outline the structured learning experiences for each teacher;
8. **Summative Assessment Tasks** to ensure a standards-based method of determining mastery of the professional education competencies;
9. **Database Tracking System** to document the progress of each teacher in successfully demonstrating the Florida Educator Accomplished Practices; and
10. **Professional Education Test** to demonstrate knowledge of educational pedagogy.

Teaching Assignments of Respondents

District alternative certification participants are teaching at all levels in the public schools. Importantly, three out of every four alternative certification completers responding to the survey (75%) were teaching in middle and high schools. (See Figures 17-18.) This figure has remained stable over the study period, and has been responsive to the critical shortages in secondary subject matter teachers, fulfilling the mission for which they were designed. For three out of the four years, the percent teaching in middle or high school was between 74 and 81 percent. In SY 2006-07, 62 percent of respondents were teaching at the secondary level.

Figure 17

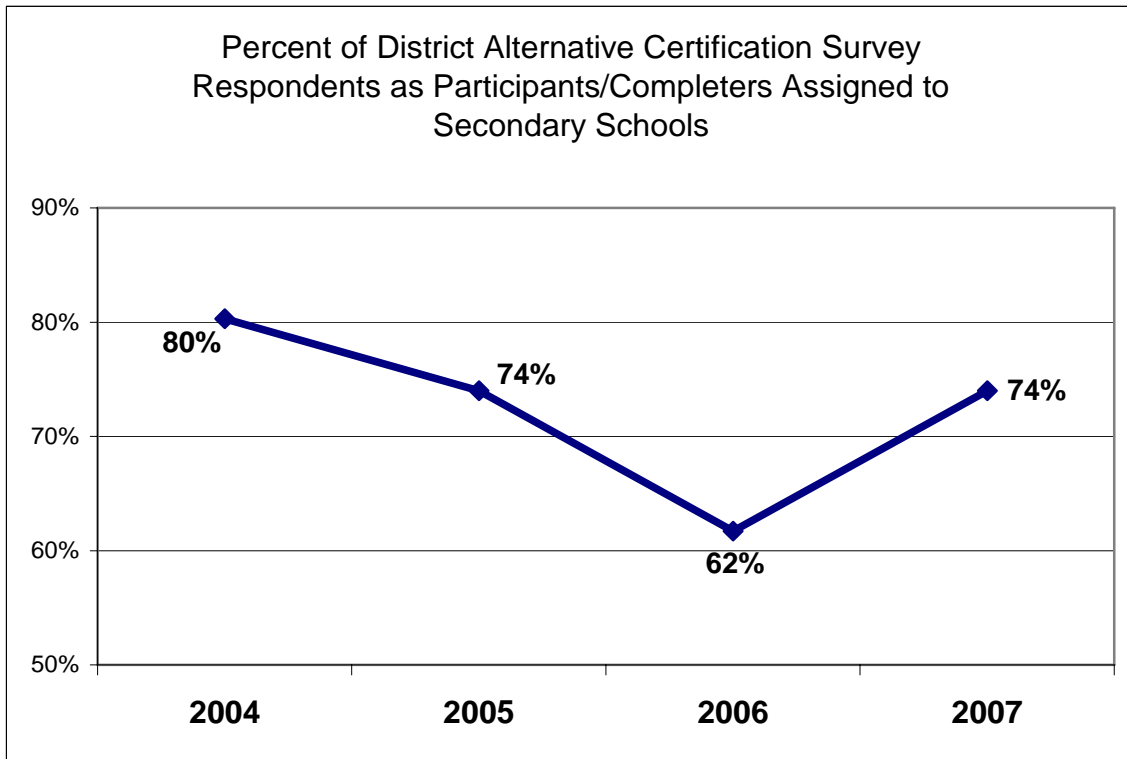


Figure 18

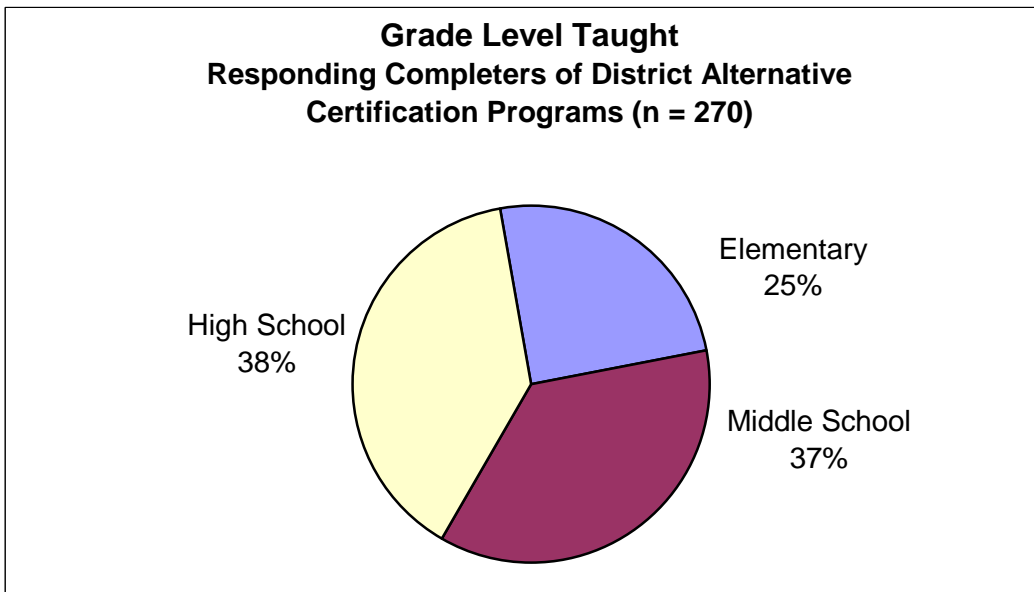
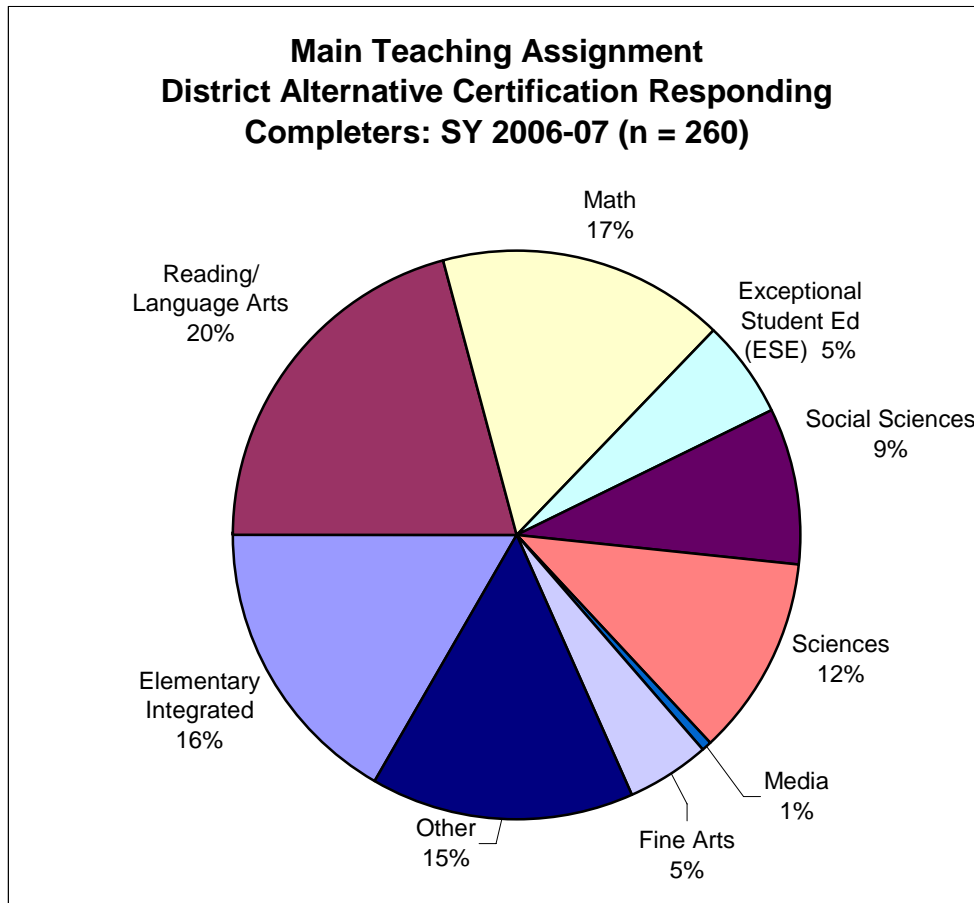


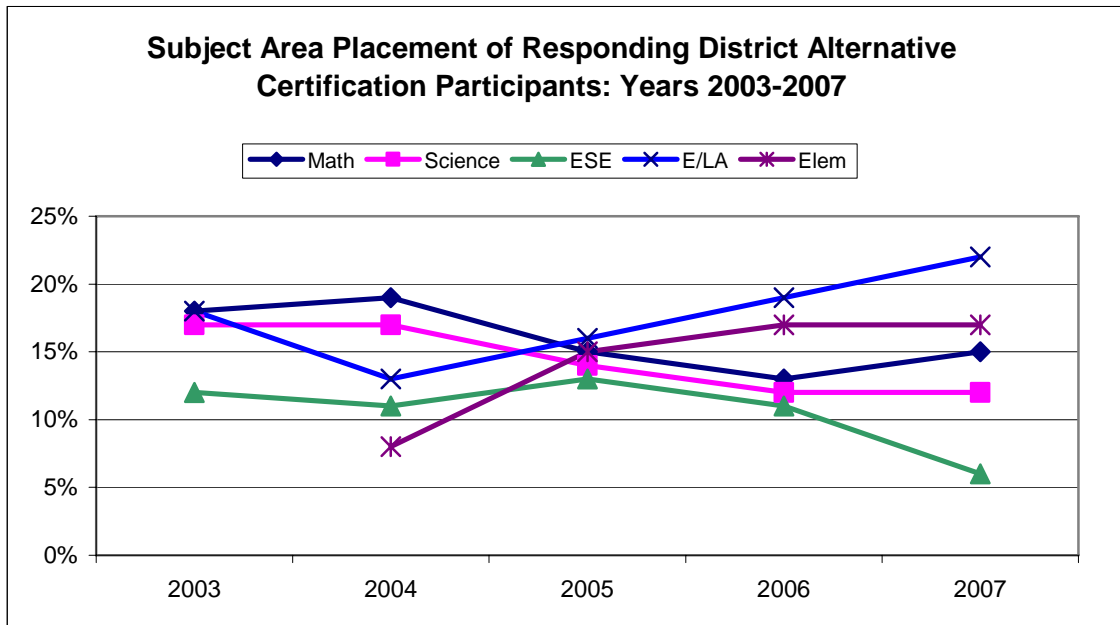
Figure 19



There have been interesting changes in subject area assignments over the five-year study period. Responding teachers assigned to math and science classes have been a relatively stable percentage, comprising between 12 and 19 percent of DACP respondents. The percentage of responding district alternative certification participants/completers assigned reading or language arts also remained stable, ranging from 13 percent and 22 percent (See Figures 19 and 20.)

Two other trends are pronounced. There has been a steady increase in the number of respondents who were assigned to elementary grades. The proportion doubled from 8 percent in SY 2003-04 to over 15 percent in SY 2006-07. Thus, the labor market has responded to the projected shortages in elementary teachers. Of some interest is the decline from 12 percent to 6 percent in the proportion of district alternative certification participants who were given Exceptional Student Education (ESE) assignments. However, since the DACP is not specifically designed for ESE teachers, there is little reason to expect a change in this trend as a result of the DACPs.

Figure 20

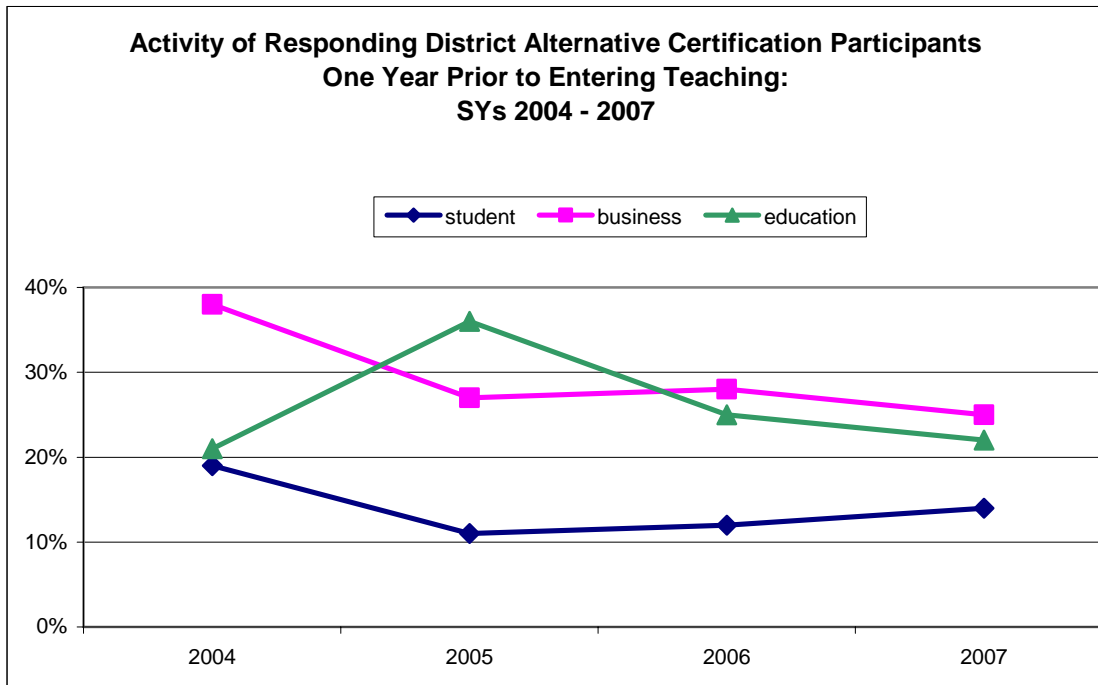


Prior Experience of Respondents

District alternative certification participant respondents 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. Over 20 percent came with education-related work experience including teaching in preschools, public schools and private schools, and serving as teachers’ aides. Some served in non-teaching roles, and others provided education in non-school settings. (See Figures 21-22 on the following pages.) Among survey respondents in 2007, only 14 percent had gone straight from college to their teaching job.

Over the four-year study period, the area of business ranged from 38 to 25 percent of activities one year prior to entering teaching (as described by respondents). This significant percentage reflects the expectations of many designers of alternative education programs – to attract teachers from outside the education area, perhaps those who have chosen to change careers to give back the expertise they gained in business and training settings.

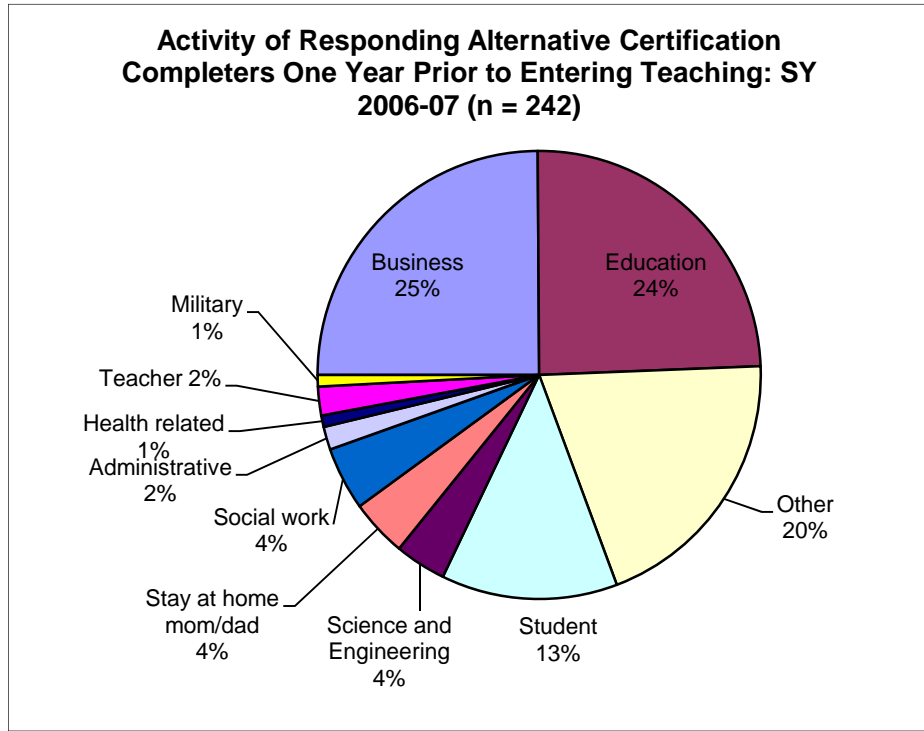
Figure 21



The percentage of respondents who reported being students one year before entering teaching has declined from 19 percent in SY 2003-04 to 14 percent in SY 2006-07. While not a dramatic decline, the change may reflect the influence of the newly formed EPs, which offer college graduates an alternative teacher preparation program prior to employment. However, it does not appear that students are using the opportunity for alternative certification to replace more traditional four-year education degrees, at least not in large numbers as some policymakers had projected.

An important finding is that the DACPs 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 four years of the study, between 21 and 36 percent of respondents classified themselves as working in some area of education one year prior to entering teaching. Thus, the district alternative certification programs can facilitate social and economic mobility among persons in the workforce, many of whom would not be able to become professionally certified otherwise. (See Figures 21-22.)

Figure 22



Marketing and Publicizing the District Alternative Certification Program

A central goal in DACP policy is to attract individuals to the profession of teaching. For such programs to be successful, the program should serve as an incentive in participants’ decisions to enter the field. Since teachers participating in the district alternative certification program may well have entered teaching first, and then have heard about the alternative option, it was important to find out whether the teachers knew about the program before accepting their first position.

Among teachers who responded to the survey, well over half had heard of the program before entering the profession. (See Figure 25.) This figure represents a steady increase over the four-year study period from 45 percent in 2004 to 60 percent in 2007. Clearly, the district alternative certification option has been growing in visibility since its inception. Even more significantly, in the 2007 sample, among the 687 respondents who were aware of the district alternative certification option before entering teaching, more than 75 percent (520) said that knowing about the alternative route to Professional certification served as an incentive for their choosing to enter the field. (See Figure 24.)

Nearly half the respondents first heard about the district alternative certification option from school or district administrators (39%), or other teachers (9%). However, more than one out of four learned of the program through recruitment events (8%) or from the Florida Department of Education website (19%). Thus, continuing and even stepping up such marketing efforts appears to be valuable. (See Figure 23.)

Figure 23

Where Participants First Heard about the District Alternative Certification Option (n=1167)

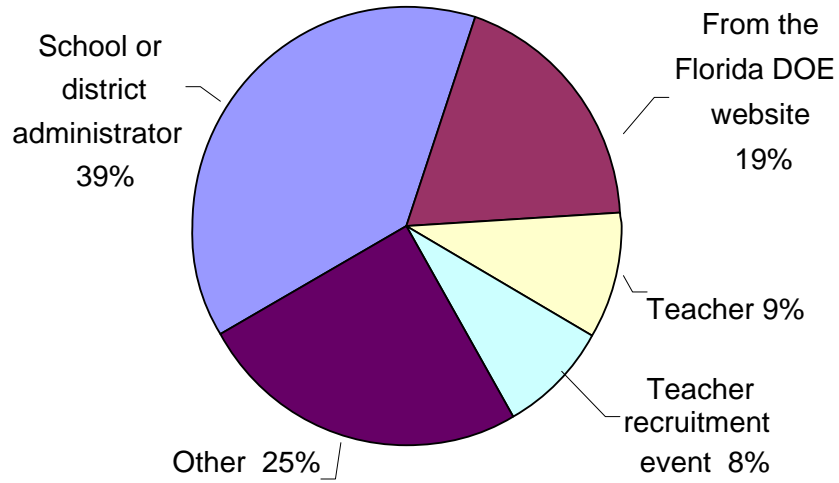


Figure 24

Percent of Participants Who Indicated that Knowing about District Alternative Certification Influenced Their Decision to Teach SY 2006-07 (n = 1152)

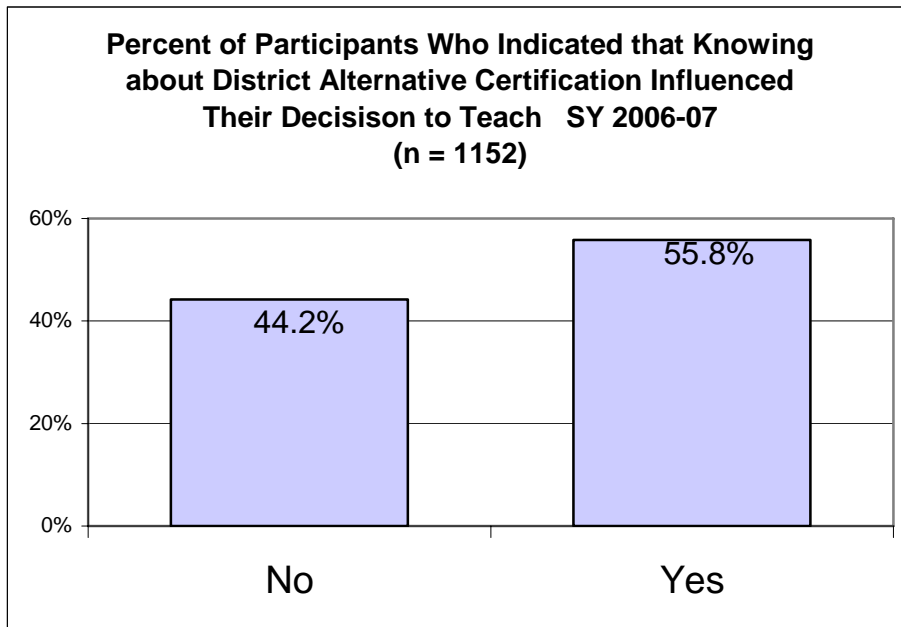
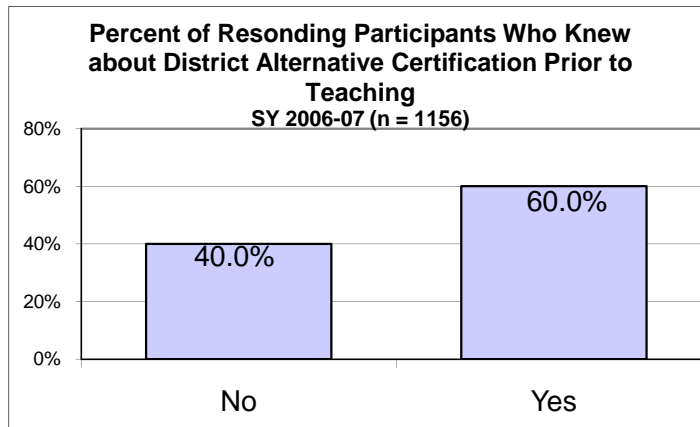
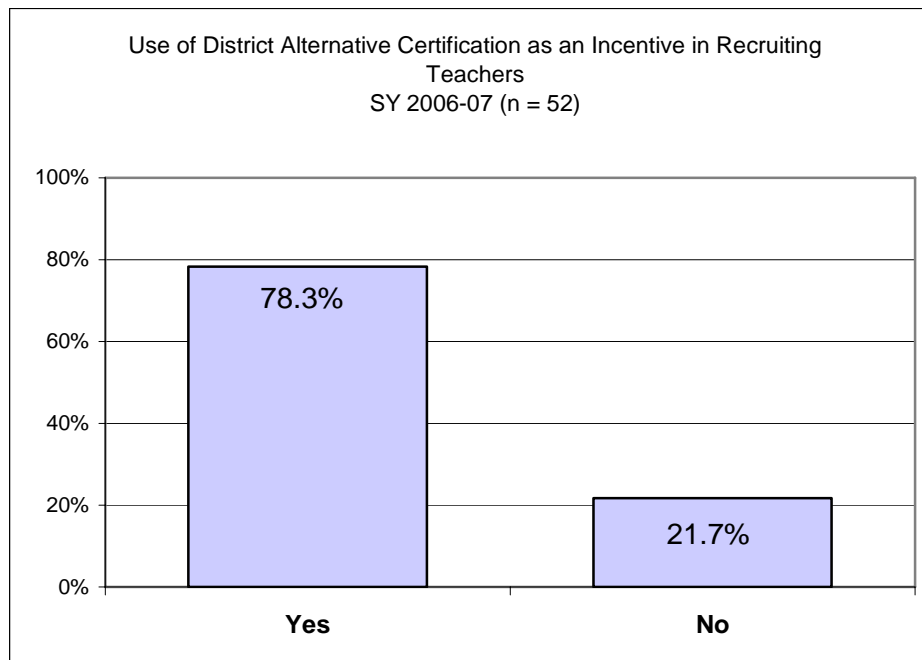


Figure 25



Turning to the district level, we asked district alternative certification coordinators to report the extent to which they used alternative certification as a recruitment strategy. Among coordinators responding to the survey, nearly four out of five (78%) reported using the program to actively recruit new teachers. This figure has been relatively stable over the study period, and the data in SY 2006-07 represent a significant increase, especially given the larger sample of coordinators responding. (See Figure 26.)

Figure 26

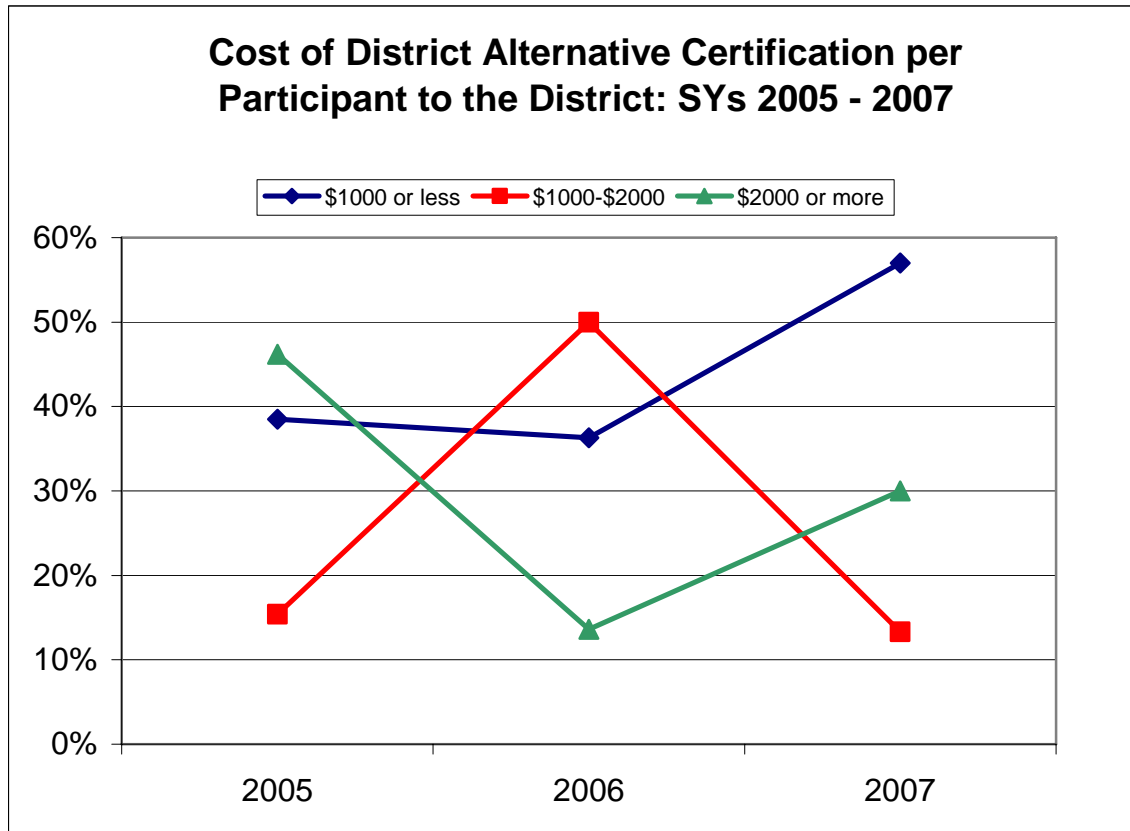


Cost to Districts per DACP Participant

We also included several questions about the costs of the program to the districts themselves (whether they used “Florida’s Alternative Certification Program,” a district-developed program, or a district program using certain components of the FACP). Cost items were of two types. First, data were collected on district costs such as the coordinator’s salary, other staff salaries, FTEs committed to the program, training costs, and others. These are difficult to obtain reliably through a self-administered survey, since the enumeration of “real costs” of programs is generally a separate study, and is most reliably conducted interactively. However, we also included questions that asked coordinators to estimate per participant costs of mentors, books and materials, courses, contracted services, and others.

In school year 2006-07, over 50 percent of districts estimated their costs per participant between \$500 and \$1600. The median cost per district was estimated to be \$850, though these estimates did not include salaries of coordinators and other staff, or hidden costs. Despite the difficulties in estimating costs of programs over many districts, the estimate for SY 2006-07 was considerably lower than in previous cohorts, which ranged between \$1750 and \$1200. This year’s study probably presents a more reliable estimate, since it is based on a sample size of 30, over twice that in prior studies. (See Figure 27.)

Figure 27

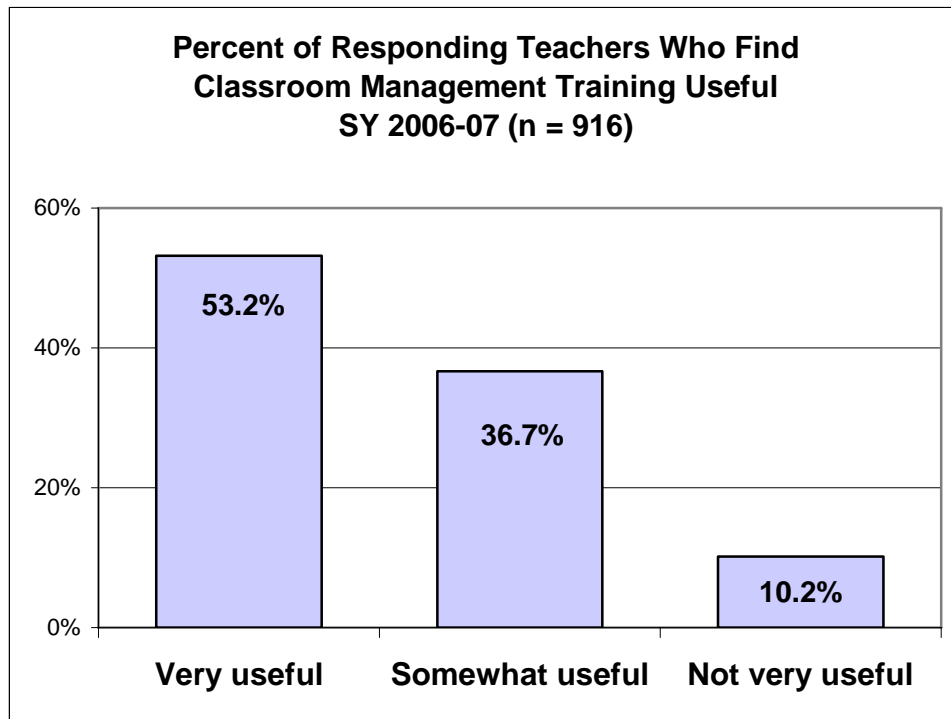


District Alternative Certification Program Components

The FLDOE 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 survival training (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 learning plan.

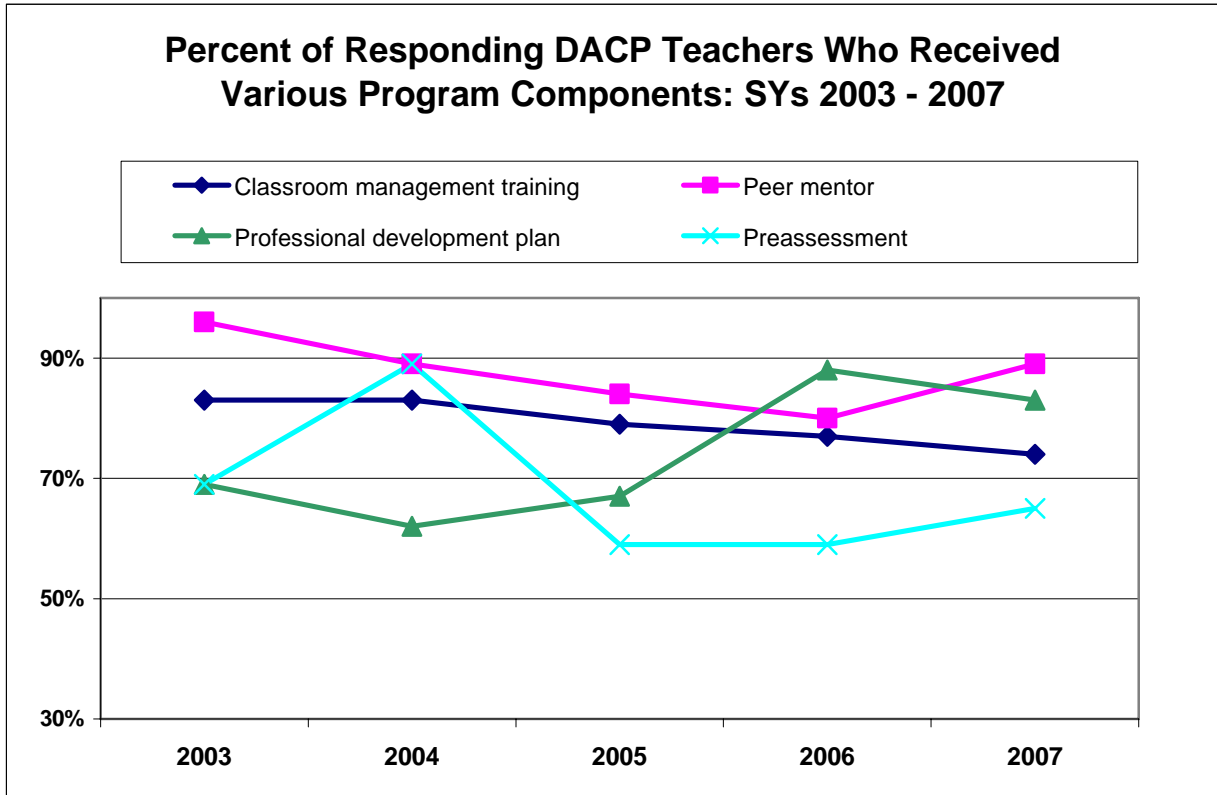
We asked district alternative certification program participants whether they had received each component. Survival training, including classroom management training, is usually conducted right before the school year begins. The training is meant to familiarize new teachers with school rules and regulations, to train them in keeping attendance, writing lesson plans, and establishing classroom routines early in the term. In SY 2006-07, only three out of four respondents (74%) had received classroom management training. This represents a small decline over the study years, from a high of 83 percent. However, fully (90%) of respondents felt that the training was very useful or somewhat useful. Only ten percent reported that it was “not very useful.” (See Figures 28 and 29.)

Figure 28



Five out of six responding DACP participant teachers (83%) had received a professional development plan, a continuing increase since 2003 when only 69 percent had received a plan. However, only 65 percent of respondents reported having had a pre-assessment of their skills on the twelve Florida Educator Accomplished Practices. This percentage has remained stable over the last five years, except for an unexplained spike in 2004. (See Figure 29.)

Figure 29



Florida Educator Preparation Institutes (EPIs)

In 2004, the Florida Legislature created Educator Preparation Institutes (EPIs) to offer college graduates a post-baccalaureate program leading to a Professional Teaching Certificate. The EPI programs are currently offered by community colleges and state universities, but may be offered by a Florida post-secondary institution that is accredited or approved.

Section 1004.85, Florida Statutes, establishes Educator Preparation Institutes, which are “created by a postsecondary institution and approved by the Department of Education.” According to the statute, “Postsecondary institutions that are accredited or approved as described in state board rule may seek approval from the Department of Education to create educator preparation institutes for the purpose of providing any or all of the following: (a) Professional development instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements; (b) Instruction to assist potential and existing substitute teachers in performing their duties’ (c) Instruction to assist paraprofessionals in meeting education and training requirements; and (d) Instruction for baccalaureate degree holders to become certified teachers as provided in this section in order to increase routes to the classroom for mid-career professionals who hold a baccalaureate degree and college graduates who were not education majors” [Section 1004.85(2)(a)-(d)].

Section 1004.85, F.S., and Rule 6-A 5.066, F.A.C., require the following for EPIs:

- Supervised field experiences
- Faculty with an appropriate master’s degree and teaching experience
- Certification ombudsman
- Annual performance data reporting
- Periodic review for continued program approval.

EPI students must demonstrate the same professional education competencies (Florida Educator Accomplished Practices) and pass the same tests (Florida Teacher Certification Exams) as the graduates of Initial Teacher Preparation (ITP) programs from upper-division colleges and universities and completers of district alternative certification programs (DACPs).

In 2004, there were no fully approved Educator Preparation Institutes. By 2005, all 28 Florida Community Colleges and two state universities had fully approved Educator Preparation Institutes. Of these, 28 institutions were given approval to offer competency-based teacher preparation for baccalaureate degree holders. Currently, 25 institutions are using the Collaborative Model for Community College Teacher Preparation.

In SY 2005-2006, 1,151 persons enrolled in EPI Teacher Preparation Programs offered by community colleges. Of those, there were 86 program completers.⁵ In 2006-07, the community college EPI enrollment totaled 3,353 and 733 completers.⁶ Additionally in 2006-07, three more state universities received approval to offer teacher education programs through an EPI.

⁵ Source: DOE, Division of Community Colleges, Academic Program and Teacher Preparation, Student Database, 2006, 1E-3E.

⁶ Source: DOE, Division of Community Colleges, Academic Program and Teacher Preparation, August 28, 2007.

Analysis of Survey Data

The number of respondents completing the survey who were EPI graduates was 54. This represented a high response rate among the first-year cohort of 86 completers, of who 54 returned surveys, a return rate of 63.0 percent. Although this is a very high return rate, the small actual number of respondents renders certain potential analyses not meaningful, or not possible. For example, among the 54 respondents, only one reported plans not to return to teaching, which makes many analyses based on the “leavers” impossible. Additionally, where comparisons with completers of ITP programs and DACPs were possible, such as labor force descriptions, teaching assignments, and the like, these were made earlier in the report. It is anticipated that additional comparisons will be possible each year that this combined report is completed.

Marketing and Incentives for EPIs

In this sample of the initial cohort of EPI graduates, two-thirds first heard about the availability of the programs from local school district staff. It should be recalled, however, that this cohort entered the EPI either one or two years earlier, when the EPIs were brand new. One anticipates a considerably higher percentage hearing through advertisements directly from the EPIs and their host institutions in future surveys. Over half the respondents took advantage of student loan programs. Most respondents were not strongly influenced by the EPIs in their decision to enter teaching. (See Tables 8-10.)

Table 8

How did you first hear about the Educator Preparation Institute program?	Frequency	Percent
Newspaper	3	6.4
Radio	1	2.1
Local Information Session	1	2.1
School District	31	66.0
Florida DOE website	2	4.3
Other	9	19.1
Total	47	100.0
Missing	7	
Total	54	

Table 9

Having the EPI as an alternative pathway to teacher certification greatly influenced my decision to become a teacher.	Frequency	Percent
Strongly disagree	2	4.1
Disagree	6	12.2
Neither agree nor disagree	25	51.0
Agree	11	22.4
Strongly agree	5	10.2
Total	49	100.0
Missing	5	
Total	54	

Table 10

What types of financial aid did you receive for the EPI program?	Frequency	Percent
Did not seek financial aid	21	42.9
Critical Teacher Shortage Loan Forgiveness Program	2	4.1
Federal Pell Grant	6	12.2
Student Loan	9	18.4
Scholarship from institution you attended	5	10.2
State Employee Tuition Waiver	1	2.0
Other	5	10.2
Total	49	100.0
Missing	5	
Total	54	

EPI Program Components

Of the EPI graduates responding to the survey, more than 70 percent agreed or strongly agreed that they were satisfied with their EPI program; over 50 percent felt that their EPI prepared them to enter the classroom. Another 34 percent were neutral on the question, and only eleven percent disagreed that the EPI had prepared them for the classroom.

More than half the respondents were positive about the effects of their field experiences, in preparing them to pass the Florida Teacher Certification Exam, and to begin teaching in general. The respondents were least enthusiastic about the EPI Career Portfolio; about one in three found the Portfolio effective. (See Tables 11-13.)

Table 11

Overall, I was satisfied with my experience in the EPI teacher preparation program.	Frequency	Percent
Strongly disagree	1	2.1
Disagree	1	2.1
Neither agree nor disagree	12	25.0
Agree	26	54.2
Strongly agree	8	16.7
Total	48	100.0
Missing	6	
Total	54	

Table 12

As a result of the EPI program, I felt prepared to enter the K-12 classroom as a beginning teacher.	Frequency	Percent
Strongly disagree	2	4.3
Disagree	3	6.4
Neither agree nor disagree	16	34.0
Agree	21	44.7
Strongly agree	5	10.6
Total	47	100.0
Missing	7	
Total	54	

Table 13

The EPI Career Portfolio (electronic portfolio) was an effective resource to document mastery of the Florida Educator Accomplished Practices for EPI faculty/staff and for prospective employers.	Frequency	Percent
Strongly disagree	3	6.1
Disagree	7	14.3
Neither agree nor disagree	23	46.9
Agree	13	26.5
Strongly agree	3	6.1
Total	49	100.0
Missing	5	
Total	54	

EPI Program Support for Participants

EPI graduates responding to the survey were generally satisfied with the administration and support provided by the EPI faculty, advisors, and staff. Only one in six respondents was not satisfied with staff responses about the certification process. Even fewer (6.1%) had problems getting access to faculty during the program, or receiving assistance and support (6.3%). (See Tables 14-16.)

Table 14

EPI personnel were able to accurately answer my questions about the process of teacher certification, or referred me to someone who could answer my questions.		Frequency	Percent
	Strongly disagree	3	6.1
	Disagree	5	10.2
	Neither agree nor disagree	21	42.9
	Agree	16	32.7
	Strongly agree	4	8.2
	Total	49	100.0
Missing	System	5	
Total		54	

Table 15

I had satisfactory access to EPI faculty and advisors during the program.		Frequency	Percent
	Strongly disagree	2	4.2
	Disagree	1	2.1
	Neither agree nor disagree	20	41.7
	Agree	19	39.6
	Strongly agree	6	12.5
	Total	48	100.0
Missing	System	6	
Total		54	

Table 16

I received satisfactory assistance and support from the EPI faculty during the program.		Frequency	Percent
	Strongly disagree	3	6.3
	Neither agree nor disagree	16	33.3
	Agree	20	41.7
	Strongly agree	9	18.8
	Total	48	100.0
Missing		6	
Total		54	

Institutional Support

In the previous sections, we have been focusing on programs that initially prepare high quality teachers. But it is at least as important to attend to keeping good teachers in the field of education. In this section, we look at support networks for new teachers that can be maintained by administrators and other teachers, specifically, new teacher induction programs, peer mentors and school climate.

New Teacher Induction Programs

Until 1997, Florida school districts were required to provide all first-year Florida teachers with a new teacher induction program in their first year of teaching. Some districts still provide these programs, but they vary widely. 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.

Many professions require that new professionals have special programs as they begin their professional lives. Apprentice programs and internships are common in medicine, law, the clergy, and virtually all the helping professions. However, many beginning teachers were traditionally left to their own devices in isolated classrooms. Teacher induction programs have been designed to address this issue.

The vast majority of survey respondents from all program types took part in new teacher induction programs (ITP = 81.6%, DACP = 88%, EPI = 91.8%). Most importantly, a majority of respondents in all three types of teachers considered the induction programs useful. When asked how effective they felt the programs were, approximately 80 percent of all groups felt they were “effective” or “very effective.” (See Table 17.) While these high ratings are gratifying, it should be noted that they are somewhat lower than the effectiveness ratings given to peer mentors. (See the next subsection in this report on Peer Mentors.)

Table 17

Effectiveness of New Teacher Induction Programs by Teacher Preparation Program Type				
Effectiveness of Induction Program	ITP Programs	DACPs	EPIs	Total
Ineffective	13 (2.8%)	10 (4.5%)	1 (2.2%)	24 (3.3%)
Not very effective	79 (17.0%)	28 (12.6%)	5 (11.1%)	112 (15.3%)
Effective	238 (51.2%)	112 (50.5%)	28 (62.2%)	378 (51.6%)
Very effective	135 (29.0%)	72 (32.4%)	11 (24.4%)	218 (29.8%)
Total	465	222	45	732

Peer Mentors

Mentoring has been shown to be a critical component in helping beginning teachers through their early teaching years, and findings in this study confirm its importance. Mentors serve as individual guides to induct participants into the teaching profession. They can serve as coach, assessor, or colleague, or sometimes a combination of two or three. Many beginning teachers in Florida are assigned a peer mentor. For participants in the district alternative certification programs, a mentor is required and assigned for each year the teacher is participating in the program, which usually lasts from one to two years.

Most of the responding teachers had been assigned a mentor in their first year of teaching. Just under 80% of responding ITP and EPI completers had been assigned mentors, compared to over 90% for DACP participants. (See Table 18.)

Table 18

Respondents Assigned a Peer Mentor in Their First Year by Teacher Preparation Program Type				
Currently Assigned a Peer Mentor	ITP Programs	DACPs	EPIs	Total
No	119 (20.8%)	31 (12.1%)	11 (22.4%)	161 (18.4%)
Yes	452 (79.2%)	225 (87.9%)	38 (77.6%)	715 (81.6%)
Total	571	256	49	876

Peer Mentor Characteristics and Roles

Peer mentor characteristics were collected in two portions of the study: through survey responses from program completers and through a survey of mentors specifically assigned to DACP completers and participants. The latter population frame was the only list of peer mentors available at the time of the study, but these mentors may be representative of those working with ITP completers, and EPI completers, as well. Tables 31-34 at the end of this subsection of the Report display trend data over the last three years with regard to peer mentor characteristics and roles discussed in this section.

- More than 60 percent of responding ITP completers and over 80 percent of DACP participants shared the same subject-area specialty with their peer mentors, which are both slight increases from last year.
- Approximately 50 percent of the mentor respondents held certification from the National Board for Professional Teaching Standards (NBPTS).

The Florida Legislature established the Dale Hickam Excellent Teaching Program to encourage districts to use teachers who hold certification from NBPTS as mentors. Through the program, the state also offers a bonus for teachers who have become certified by the NBPTS. In return, these teachers may provide mentoring services at no cost to districts and earn an additional bonus. NBPTS-certified teachers comprise more than half of the nearly 80

percent of responding mentors who currently hold a teaching position themselves. The remaining mentors reported being retired schoolteachers or retired school administrators.

- Approximately 40 percent of mentors described their relationship with their teacher as a “classroom coach.”

Only about 20 percent of mentors described their role as formal assessor. The other mentors described their role as a combination of the two. The percentage of classroom coach assessors, while small, has been relatively stable at around 15 percent from 2004 through 2006, and has slightly increased to just over 20 percent in 2007. (See Figure 21.) Additional data will need to be collected to determine if this increase becomes a trend.

Effects of Mentoring

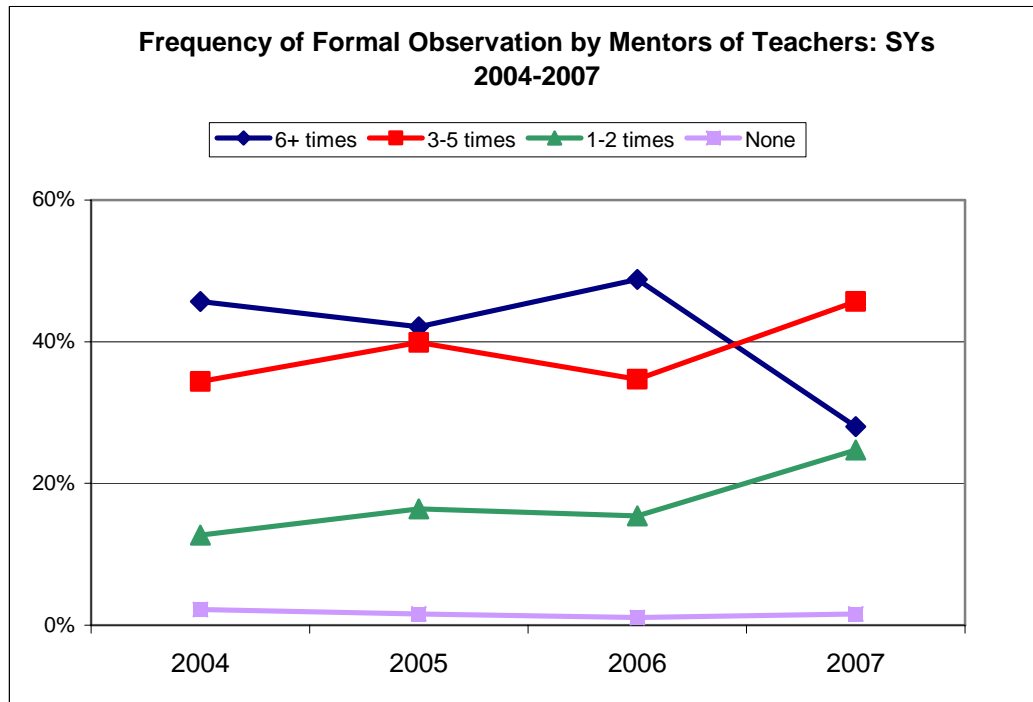
All beginning teachers experience difficulties, but networks of support can ease the transition into the classroom. For all teachers, these networks should include frequent feedback from other professionals, classroom observations, and principal support. Most importantly, beginning teachers benefit from contact with skilled mentors. Florida’s district alternative certification program participants are all required to have a peer mentor assigned to them. In SY 2006-07, 89 percent of respondents reported having a mentor assigned to them. This figure has remained high over the five-year study period, ranging from 80 to 95 percent.

There was a remarkable level of contact and interaction between beginning teachers and their peer mentors. Approximately 30 percent of ITP program completers and DACP completers reported meeting with their mentors at least once a week, and many reported meeting nearly every day. (See Table 19.) The high level of contact between teacher and mentor was supported in a similar question asked of mentors of DACP participants, where between 30 and 50 percent of mentors reported more than three formal observations of teachers, with many reporting six observations or more. (See Figure 30.)

Table 19

Frequency of Contact with Peer Mentors by Teacher Preparation Program Type				
Frequency of Contact with Mentor	ITP programs	DACPs	EPIs	Total
Not yet	13 (2.9%)	16 (7.1%)	2 (5.3%)	31 (4.3%)
Once	59 (13.1%)	51 (22.7%)	2 (5.3%)	112 (15.7%)
Once a month	76 (16.9%)	43 (19.1%)	4 (10.5%)	123 (17.2%)
A few times	100 (22.2%)	53 (23.6%)	12 (31.6%)	165 (23.1%)
Weekly	117 (25.9%)	60 (26.7%)	8 (21.1%)	185 (25.9%)
Nearly everyday	86 (19.1%)	2 (0.9%)	10 (26.3%)	98 (13.7%)
Total	451	225	38	714

Figure 30



Over 60 percent of all teachers reported their interaction with their mentors to be “important” or “very important.” (See Table 20.) These data cannot tell us the relationships between the reported high level of interaction, the role of these mentors and the level of importance these teachers place on their mentors to their professional development. However, strong percentages in these areas do point to the need for further study in this significant facet of teacher retention.

Table 20

Importance of Mentors to the Professional Development of Teachers by Teacher Preparation Program Type				
Importance of Mentor	ITP Programs	DACPs	EPIs	Total
Not very important	67 (14.8%)	40 (17.9%)	5 (13.2%)	112 (15.7%)
Somewhat important	91 (20.1%)	40 (17.9%)	9 (23.7%)	140 (19.6%)
Important	94 (20.8%)	57 (25.4%)	4 (10.5%)	155 (21.7%)
Very important	200 (44.2%)	87 (38.8%)	20 (52.6%)	307 (43.0%)
Total	452	224	38	714

Figure 31

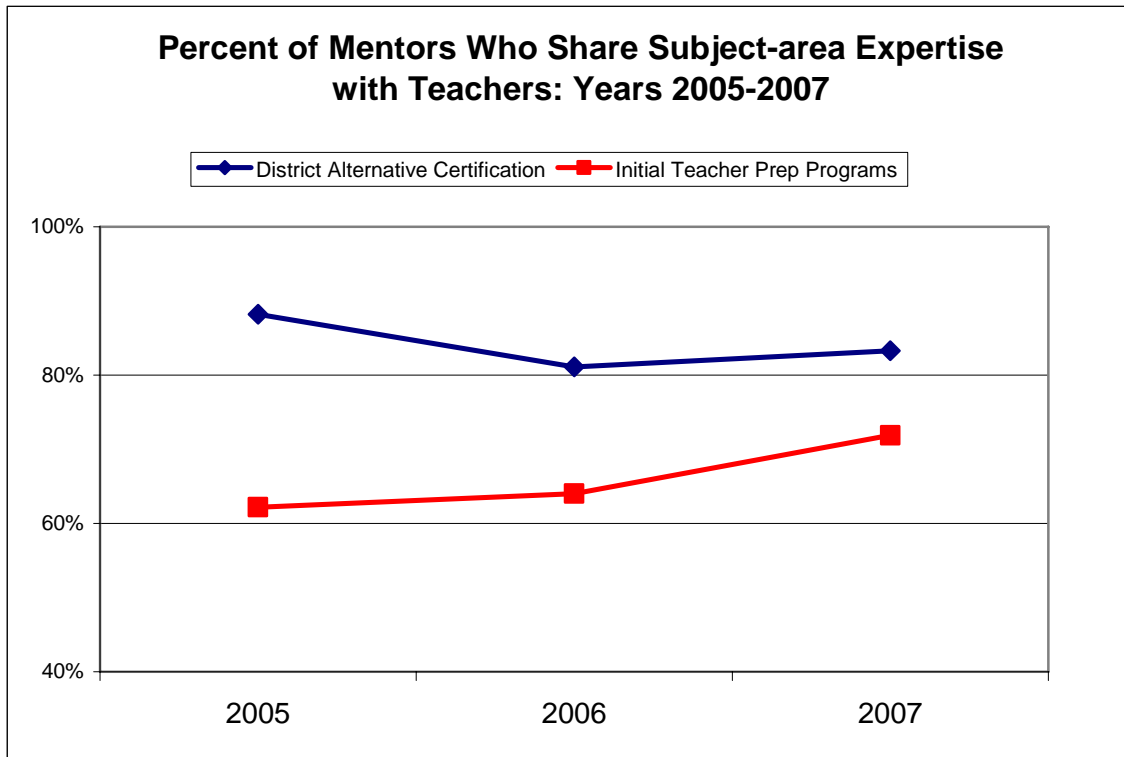


Figure 32

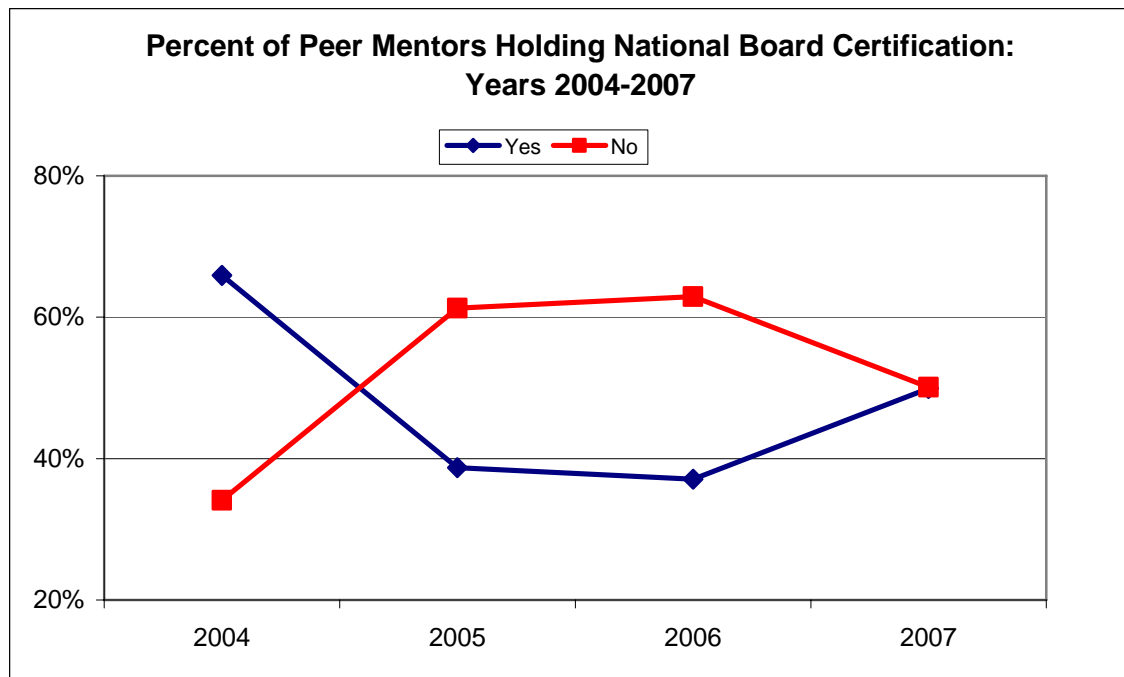


Figure 33

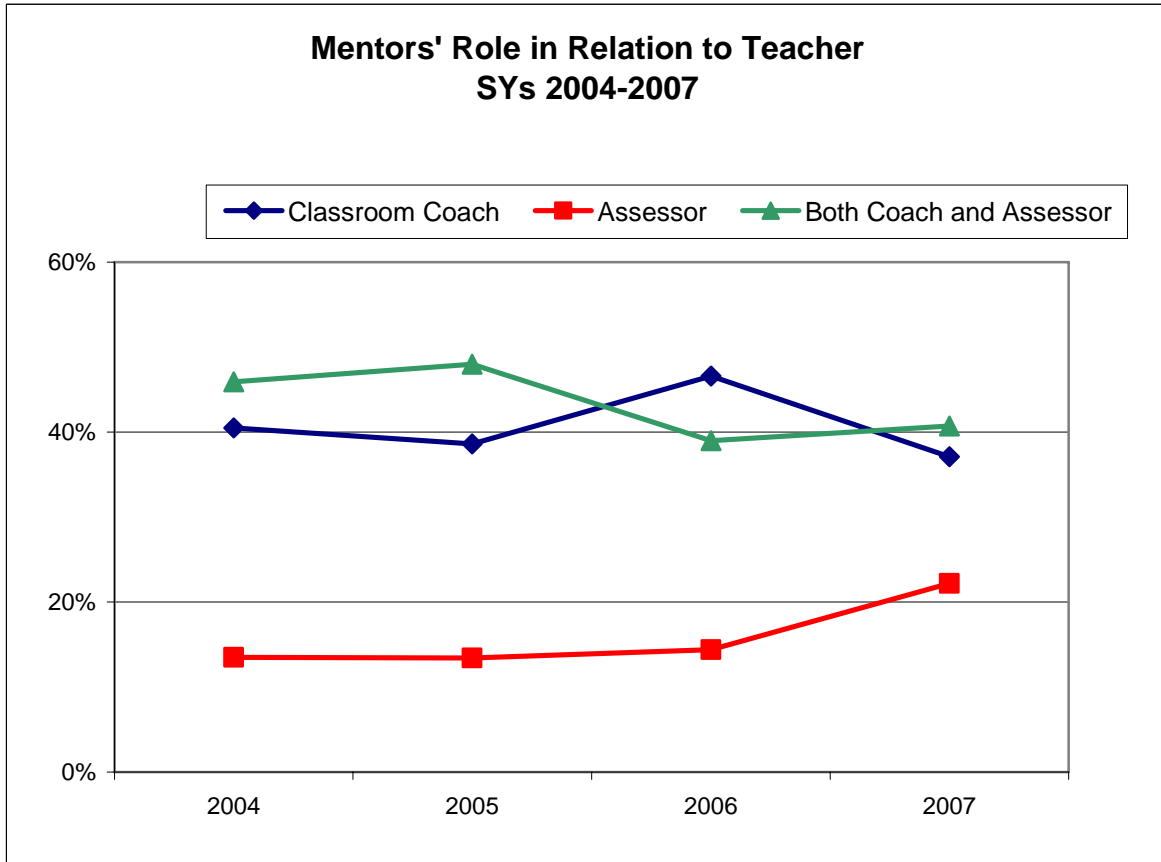
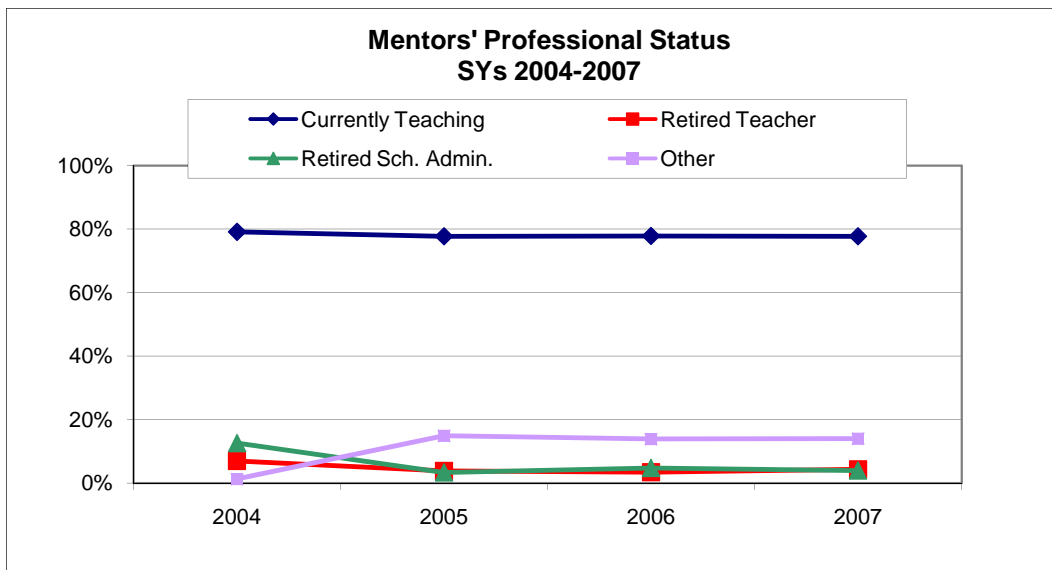


Figure 34



School Climate and Exploratory Factor Analysis

Methodology

Teachers responded to eleven items about the school environment, ranging from formal support structures, such as formal observations and structured meetings, to less tangible climate characteristics, such as feeling a part of the school community and having collaborative colleagues (see Table 21).

In order to analyze these items, we performed an Exploratory Factor Analysis (EFA) on the 11 items that were hypothesized to be indicators of institutional support. 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. In this study, an EFA was conducted for two 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 see whether these support factors are associated with teacher outcomes. Third, when EFAs reveal theoretically plausible factors, the validity of the items is greatly increased.⁷

Results of the factor analysis indicate a three-factor solution. Four items (Items 1-4) loaded on the first factor labeled ‘Principal support’. The four items had to do with either principal support or other formally structured events that provide the new teacher support and feedback.

The second factor also was determined by four items (Items 5-8) and was labeled ‘Teacher collaboration’. Item five, which also loaded on factor one (.392), was seen to have a more logical fit with the grouping of items for factor two. The items are consistent in representing collaboration among teachers and structured time to pursue collaborations.

The third factor was determined by three items and was labeled ‘School governance’. These items 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 20 shows the exact wording of each item.)

Factor scores were computed for each respondent, thus providing them values on “principal support,” “teacher collaboration,” and “school governance.” These scores were then used in correlation analyses with several variables of interest: 1) teachers’ ratings of their overall effectiveness and their expectations for being rehired; and 2) principals’ intentions to rehire teachers. In addition to factor correlations, a separate set of correlation analyses were conducted for variables related to mentoring and induction.

⁷ 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 factor. Results are presented in Table XX below.

Table 21
Principal Component Matrix for Factor Analysis of
School Climate and Support Variables

Survey Items	<i>FACTOR 1</i>	<i>FACTOR 2</i>	<i>FACTOR 3</i>
1. Did your principal/AP help you become a valued member of school community?	0.801*	0.128	0.189
2. How many times have you been formally observed in the classroom?	0.428	0.056	-0.065
3. How often does principal/AP provide useful feedback about your teaching?	0.802	0.172	0.112
4. Did your principal/AP help you understand overall mission/vision of your school?	0.819	0.086	0.151
5. How often do you meet formally with other new teachers?	0.392	0.420	-0.203
6. How often do teachers in your school give each other feedback about teaching?	0.106	0.777	0.099
7. How often do teachers in your school work together to respond to student needs?	0.108	0.779	0.203
8. How often is time scheduled at your school to work collaboratively	0.118	0.658	0.168
9. Teachers share common beliefs and values about school mission	-0.126	0.183	0.647
10. How much are teachers involved in making educational decisions in your school?	0.147	0.062	0.738
11. Do the school policies contribute/interfere with your ability to teach effectively?	0.154	0.100	0.662

* Factor loadings with absolute values over .300 are in **bold** font.

Results

Bivariate correlation analysis was conducted on the three school support factors and these 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.

A Pearson correlation coefficient of .13 ($p < .001$; $n = 1714$) was found between the principal support factor and teachers' self-reported employment status for the next school year. This association suggests that principals who take the time to introduce their new teachers to the school, and who formally observe and provide good feedback to their new teachers have a positive influence on their decision to stay in the field and to be offered the opportunity to do so.

A Pearson correlation coefficient of .13 ($p < .001$; $n = 1723$) was found between the teacher collaboration factor and teachers' ratings of their overall effectiveness. This finding suggests that new teachers are able to draw on their colleagues in a positive manner, such that new teachers 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 effectively together to resolve student issues. The sizes of these correlations are quite small, but they are in the expected direction, and both are statistically significant.

A second set of bivariate correlational analyses were conducted on 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
- How the teachers rated the importance of their mentors

A Pearson correlation coefficient of .24 ($p < .001$; $n = 1512$) was found between teachers' contact with their mentor and the mentors' experience in the same or similar subject as the teacher. This finding suggests that mentors and teachers who have subject matter in common find more time to work together than those whose professional relationship may center more around pedagogy in general than on teaching a particular subject.

The most substantial correlation coefficient was found between teachers' ratings of their mentors' help and teachers' frequency of contact with their mentors, $r = .552$ ($p < .001$; $n = 1513$). This is a strong finding -- that the more time participants spend with their peer mentors, the more valuable they find them. A policy recommendation may be to monitor the time that mentors spend in the classroom, as there is currently considerable variability.

A Caution on Interpreting Findings

The reader should exercise caution in inferring causality or directionality from the results of these correlational 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, equally plausible is if teachers found mentors to be helpful, they might 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.

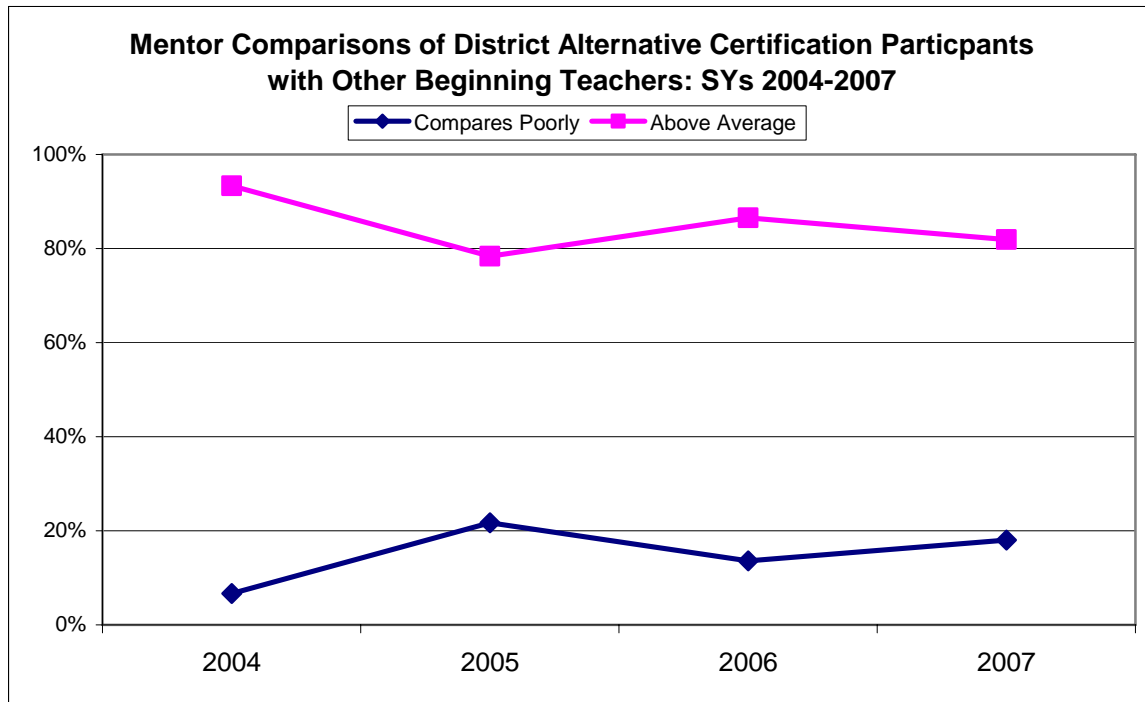
Analysis of Teacher Competency

Introduction

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 two types of questions related to the quality of their teachers. First, they were asked to rate how effective each beginning teacher was in his or her level of competency on the twelve Florida Educator Accomplished Practices (FEAPs); second, they were asked whether each teacher met their criteria for rehiring.

Peer mentors were asked to compare the overall effectiveness of the DACP participant with other beginning teachers. The mentors rated over 80 percent of their DACP teachers as "above average" among beginning teachers. This figure has remained consistent over the five-year study period of DACP mentors and the teachers with whom they are working. (See Figure 35.)

Figure 35



Another way to use teacher competency to measure teacher preparation program effectiveness is to ask the teachers themselves. When asked, “How effective do you feel as a teacher?” only 1.9 percent of responding completers of initial teacher preparation programs responded that they felt “not very effective.” Similarly, only 2.1 percent of DACP respondents reported feeling not very effective. These percentages have remained unchanged over the five-year study period of DACP participants and three years of data on ITP program completers. None of the 54 responding EPI completers felt ineffective.

Principals were asked to rate each teacher on his/her performance in each of the 12 Florida Educator Accomplished Practices. In addition, principals were asked about the performance of the teacher in reading instruction and preparing students to take standardized achievement tests. Teachers and principals shared a similar pattern across all FEAPs. (See Figures 36a-1 and Figures 37-38.) Teachers’ self-assessments were significantly higher than principals’ ratings; however, both sets of ratings reflected an overall positive appraisal of new teachers’ competency. Thus, perception of teacher effectiveness was ranked high for all teachers, and did not differ significantly by teacher preparation route.

The tables in Figures 36(a-1), 37 and 38 on the following pages show the comparison of teacher ratings and principal ratings on each FEAP. Additionally, above each table is the percentage of teacher respondents indicating that their teacher preparation program was effective or very effective in preparing them in that competency area. The Appendix of the Report includes an additional display of these data by FEAP using only the teachers’ ratings. This second view graphically represents the overall ratings of program effectiveness from teacher respondents and further breaks down respondents’ program effectiveness ratings by institution.

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

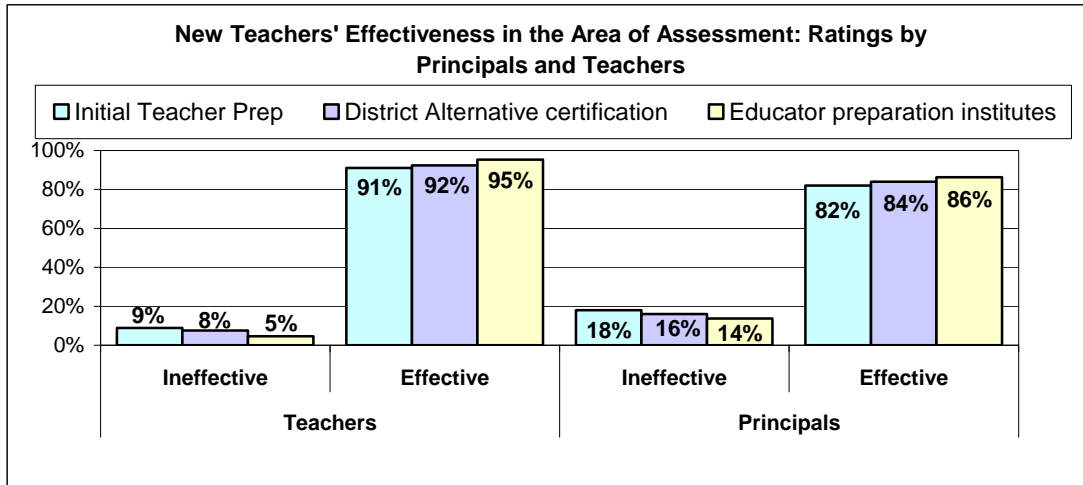


Figure 36b. Overall, 99% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of COMMUNICATION.

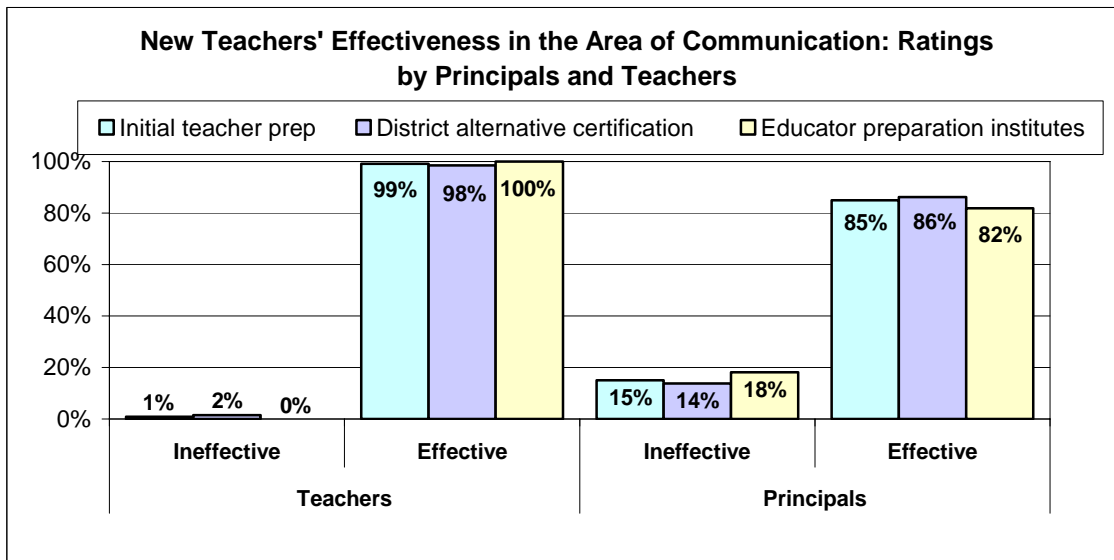


Figure 36c. Overall, 91% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of CONTINUOUS IMPROVEMENT.

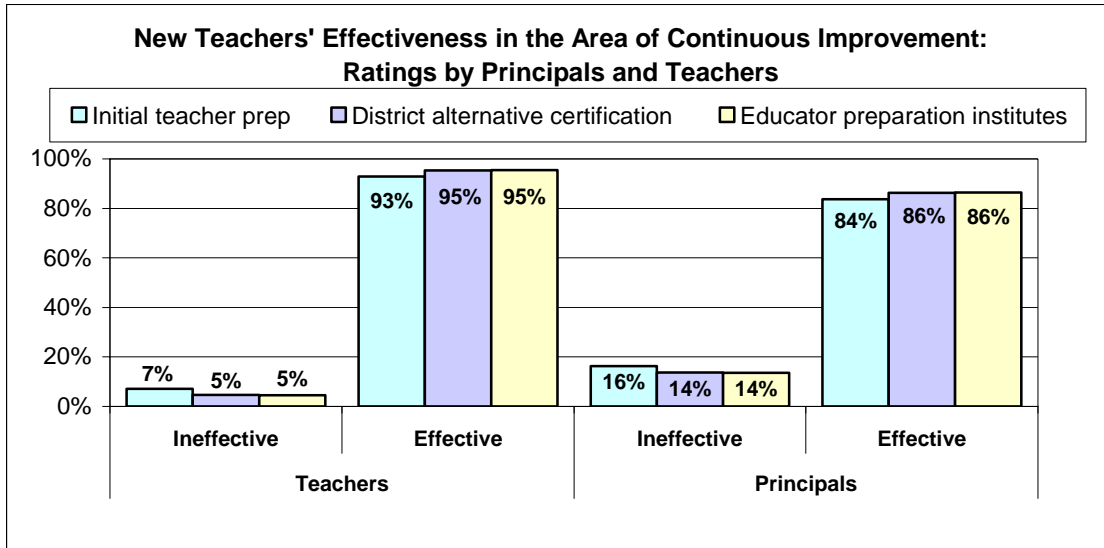


Figure 36d. Overall, 96% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of CRITICAL THINKING.

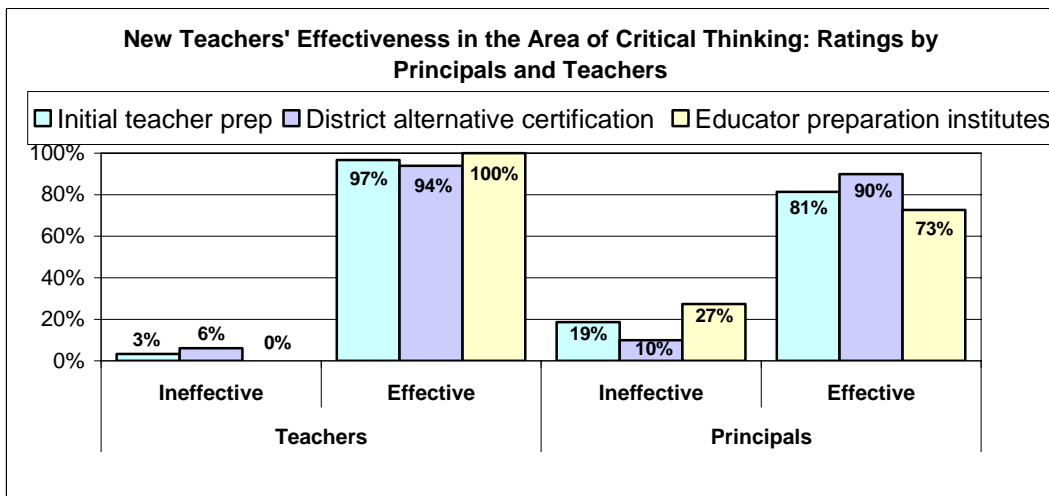


Figure 36e. Overall, 97% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of DIVERSITY.

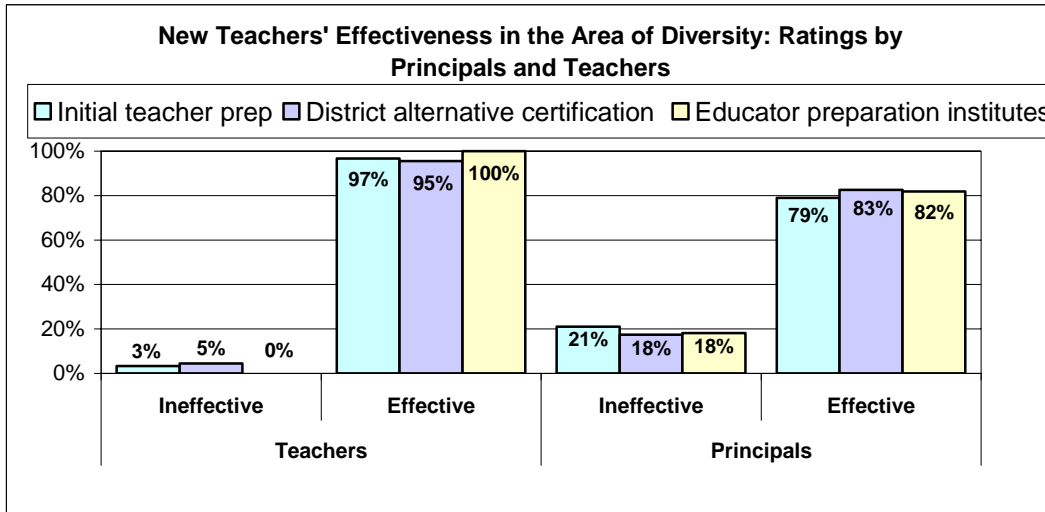


Figure 36f. Overall, 99% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of ETHICS.

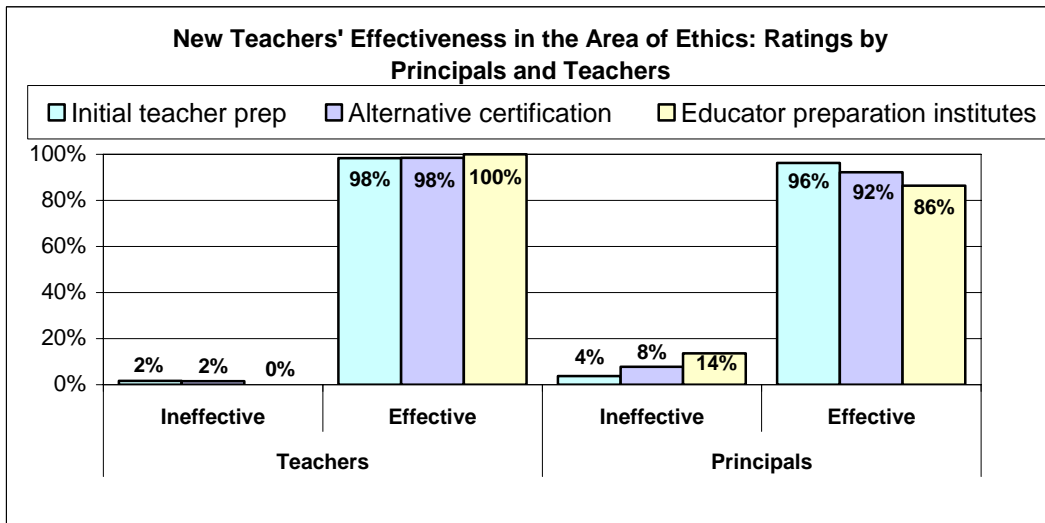


Figure 36g. Overall, 97% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of HUMAN DEVELOPMENT.

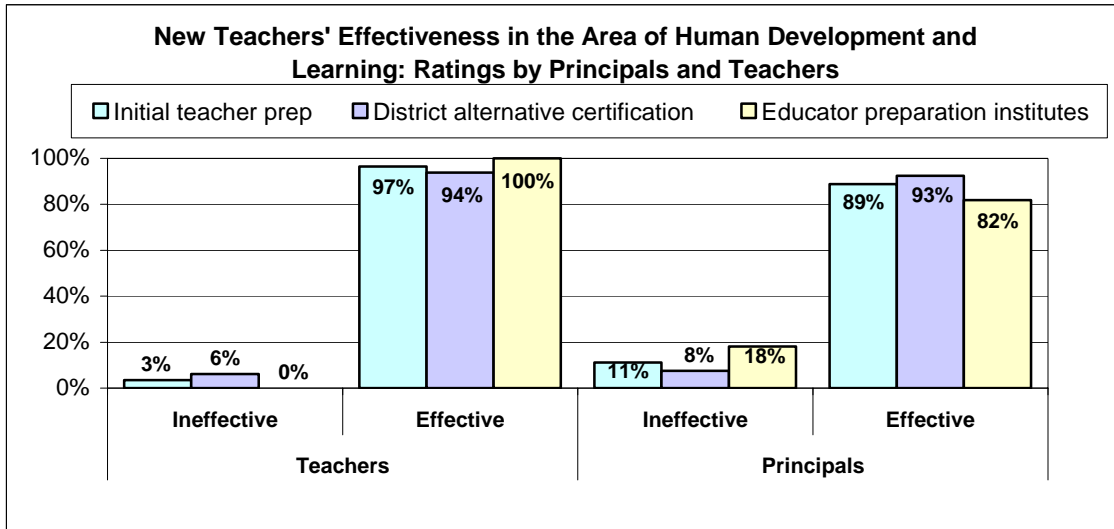


Figure 36h. Overall, 98% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the KNOWLEDGE OF SUBJECT AREA.

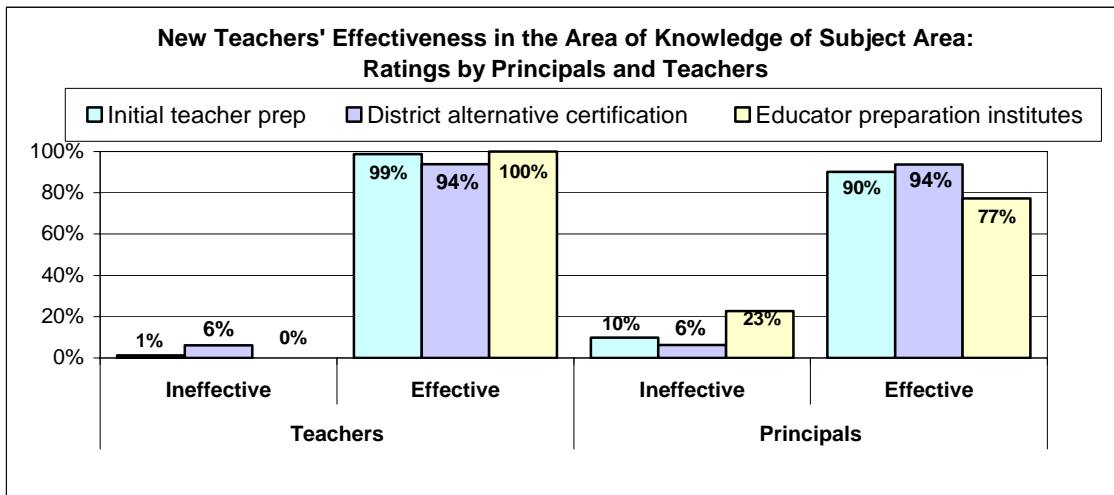


Figure 36i. Overall, 97% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of LEARNING ENVIRONMENTS.

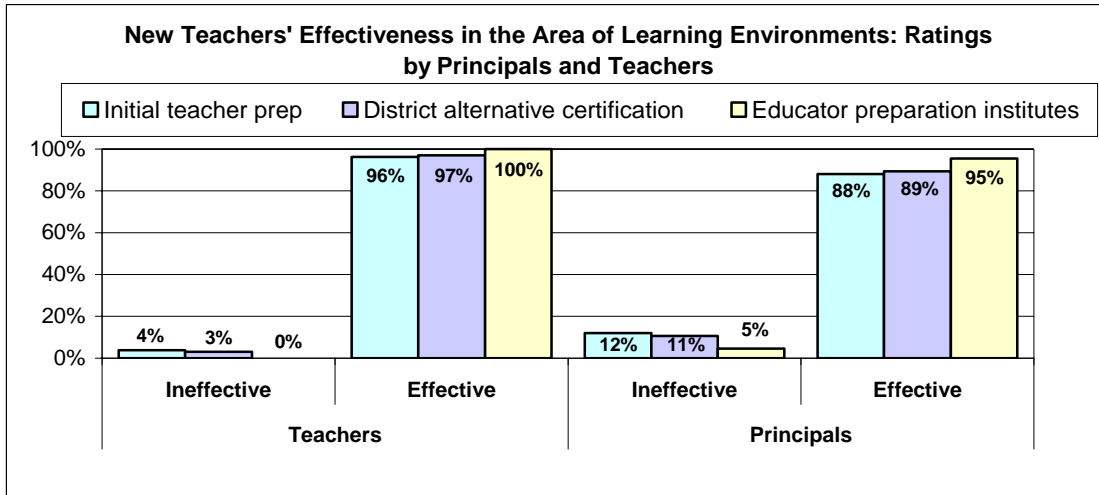


Figure 36j. Overall, 97% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of PLANNING AND INSTRUCTION.

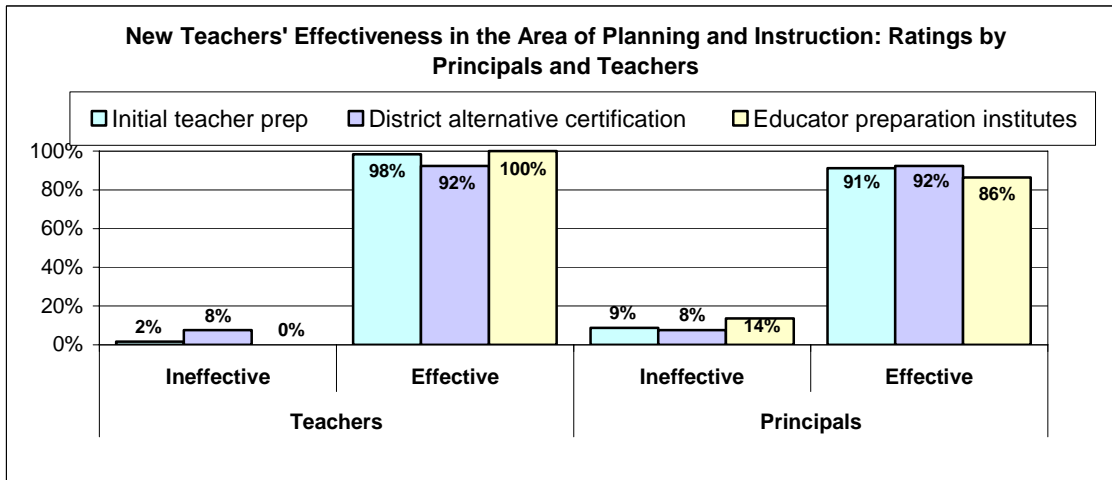


Figure 36k. Overall, 96% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of the PROFESSIONAL ROLE OF THE TEACHER.

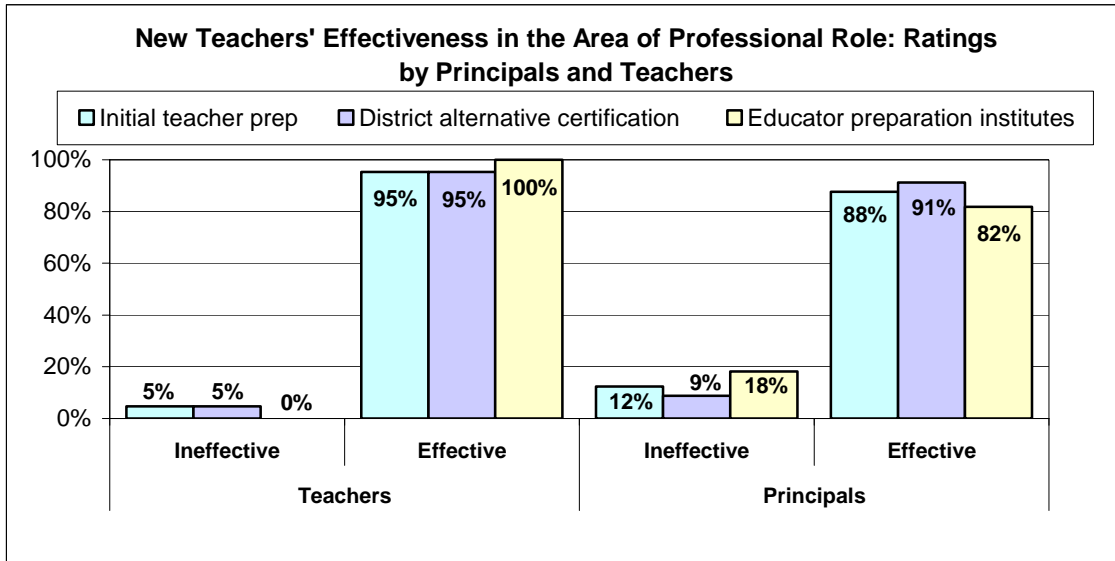


Figure 36l. Overall, 89% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of TECHNOLOGY.

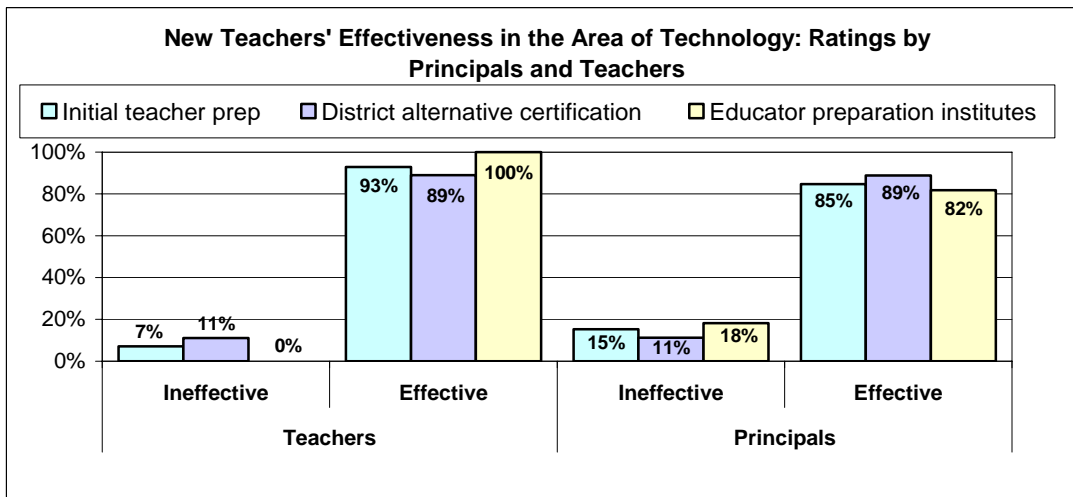


Figure 37. Overall, 94% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of TEACHING READING.

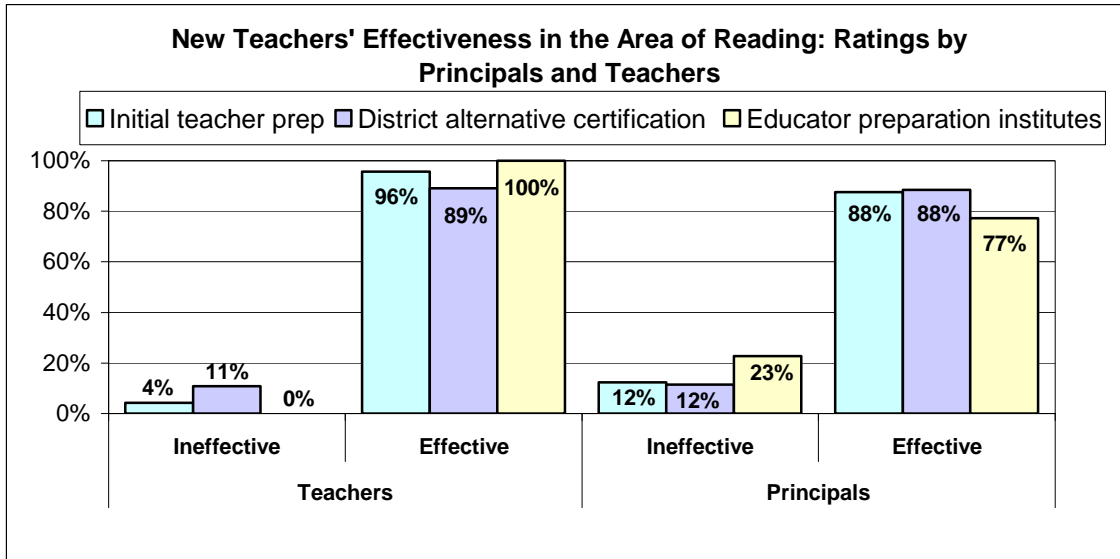
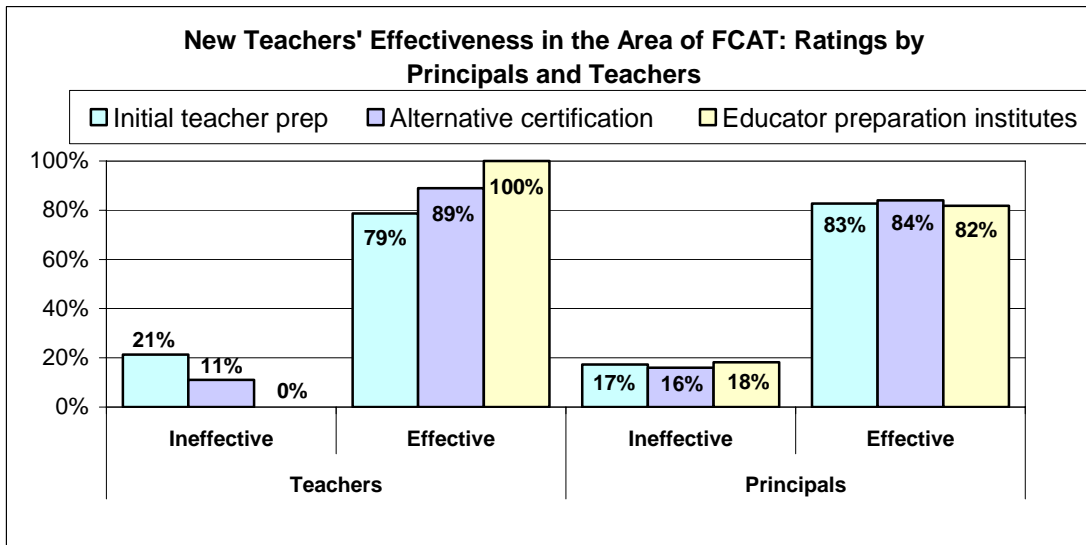


Figure 38. Overall, 83% of teacher respondents felt that their teacher preparation program was effective or very effective in preparing them in the area of PREPARING STUDENTS FOR FCAT AND OTHER STANDARDIZED TESTS.



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 36a-1 and Figures 37-38.) 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 "re-hirability" 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.⁸

Summary of Validation Evidence

⁸ 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.

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.

Conclusions

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, as well. Survey results show that a new teacher’s competency in the FEAPs mirrors his or her principal’s expectations for performance and serves a good predictor of whether that individual will meet criteria for re-employment.

Teacher Level of Preparedness. Teachers, their principals and their peer mentors who responded to the survey all returned high levels of satisfaction with the level of preparedness of new teachers from all program types, responding with favorable ratings on both teachers’ competency levels and eligibility for rehire.

Peer Mentoring and Induction Support. Most new teachers place a high value on structured support programs and on peer mentoring as contributors to their professional development. More than 4 out of 5 teachers participated in a formal induction program, with most rating their programs as overall “effective” or “very effective.” Additionally, over 80 percent of respondents were assigned a peer mentor, with nearly 85 percent of the entire group reporting that their peer mentor was at least somewhat to very important in their professional development.

Recommendations

1. Fulfill the intended use of the Florida Educator Accomplished Practices (FEAPs) as our core standards for teacher instructional performance. This provides all teachers, teacher educators, and employers with a common set of expectations for teacher instructional performance. To do this, the FEAPs should be
 - a. placed on a regular review cycle (like the Sunshine State Standards), and
 - b. incorporated into all district appraisal systems for teachers.
2. Institutions and the Department should continue to streamline the continued approval process for all types of teacher preparation programs. The Department should provide the data from this report and other statewide data on a regular basis and expect institutions to pursue the information with their own completers and candidates on a more in-depth level. Some areas of interest from this year’s report that program providers may wish to pursue further would include:
 - a. differences in EPI completers’ self-ratings and their principals’ ratings in the areas of reading, knowledge of subject matter and critical thinking;
 - b. differences in ITP completers’ self-ratings and their principals’ ratings in the area of preparing students for standardized tests; and
 - c. a decrease in training provided in classroom management reported by DACP completers.
3. Study induction and mentoring programs and require districts to implement them based on the results. In Florida, these programs in districts and schools vary widely; a more in-depth study would be required to determine specific aspects of these programs that are the most beneficial to new teachers and their effects on teacher performance and retention.

Appendices

Pathways to Full State Certification in Florida

Professional Certificate

- Valid Standard Certificate Issued by Another State
- Valid Certificate Issued by the National Board for Professional Teaching Standards
- Teacher Education Degree Program and Passing Florida Certification Examinations

Renewable - Valid 5 School Years

Temporary Certificate

- Bachelor's Degree with a Major in the Content Area
- Bachelor's Degree with Required Courses and 2.5 GPA in the Content Area
- Bachelor's Degree with a Passing Score on the Florida Subject Area Examination
- Bachelor's Degree with a Valid Certificate Issued by the American Board for Certification of Teacher Excellence (ABCTE)

Nonrenewable - Valid 3 School Years

Options for Moving from the Temporary Certificate to the Professional Certificate:

- Professional Preparation College Courses, Teaching Experience, Demonstration of Professional Education Competence in the Classroom, and Florida Certification Examinations
- District Alternative Certification Program and Florida Certification Examinations
- Educator Preparation Institute Program and Florida Certification Examinations
- Valid ABCTE Certificate and Demonstration of Professional Education Competence in the Classroom
- Approved College Professional Training Option for a Content Major, Teaching Experience, Demonstration of Professional Education Competence in the Classroom, and Florida Certification Examinations
- Two semesters of successful full-time college teaching experience and passing the Florida Subject Certification Examination

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.

Teacher Survey Questions

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 ** (includes current participants)
- Educator Preparation Institute at a Florida Community College
- Educator Preparation Institute at a Florida college or university
- Traditional four year teacher education program at a Florida college or university
- Master’s teacher education program at a Florida University
- Master’s or specialist program in one of the following:
 - Educational Leadership
 - School Psychology
 - Guidance and Counseling

(If they select the last statement, have them phased out of the survey.)

For District Alternative Certification Program Teachers:

Are you currently enrolled in a District Alternative Certification Program? Yes No

Please identify your school district:

(Drop-down box with all school districts.)

Go to Question 1...

Have you completed your District Alternative Certification Program? Yes No

Please identify your school district:

(Drop-down box with all school districts.)

Go to Question 1 ...

(Phase out if answer to both questions is No.)

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 Traditional 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 identify the answer that best describes your teaching experience:

- 0-1 Year
- 1-2 Years
- 2-3 years
- More than 3 years

2. Gender

- Male
- Female

3. Race/Ethnicity
 - White
 - Black
 - Hispanic
 - Asian
 - American Indian
 - Hawaiian/ Pacific Islander
 - Other
4. Age _____
5. What grade level do you teach? _____
6. What is your main teaching assignment (e.g., elementary, math, science, social studies, etc.)

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- Very effective*
- 2-Effective*
- 3-Not very effective*
- 4-Ineffective*

Please rate your professional preparation in the following areas of Assessment.

1. Use a variety of student data to assess student abilities (including alternative assessments).
2. Use student data to individualize instruction.
3. Maintain student records to monitor student progress.
4. Use FCAT and other assessment data to improve and enhance instruction.
5. Overall, in the area of Assessment.

Please rate your professional preparation in the following areas of Communication.

1. Model good communication skills to students through instruction and daily interaction.
2. Provide timely and appropriate feedback to students.
3. Communicate high learning expectations to each student.
4. Incorporate activities that promote effective group communication skills.
5. Communicates effectively with colleagues and administrators.
6. Overall, in the area of Communication.

Please rate your professional preparation in the following areas of Continuous Improvement.

1. Use student data to identify professional development needs.
2. Use her/his experiences to assist in the design of a professional development plan.
3. Participate in professional development to support school improvement efforts.
4. Implement professional development in classroom instruction.
5. Overall, in the area of Continuous Improvement.

Please rate your professional preparation in the following areas of Critical Thinking.

1. Model higher order thinking skills in the classroom.
2. Provide opportunities for students to expand their higher order thinking skills by posing problems, dilemmas and questions in lessons.
3. Encourage innovative and creative thinking in students through the use of identified strategies, materials, and technologies.
4. Overall, in the area of Critical Thinking.

Please rate your professional preparation in the following areas of Diversity.

1. Treat diverse students equitably by fostering acceptance of linguistic, cultural, and experiential diversity.
2. Use a variety of teaching techniques and strategies to effectively instruct students.
3. Communicate effectively with families and students from culturally diverse backgrounds.
4. Overall, in the area of Diversity.

Please rate your professional preparation in the following areas of Ethics.

1. Make reasonable effort to protect students from harmful conditions that interfere with their learning.
2. Do not interfere with colleagues' rights to exercise their political and civil rights.
3. Adhere to ethical standards in the classroom.
4. Overall, in the area of Ethics.

Please rate your professional preparation in the following areas of Human Development and Learning.

1. Recognize developmental levels of students and identifies differences within a group of students.
2. Incorporate appropriate instructional strategies to accommodate different learning styles including those students who are identified as ELL, ESE, and/or underachieving.
3. Demonstrate knowledge of learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.
4. Overall, in the area of Human Development.

Please rate your professional preparation in the following areas of Knowledge of Subject Area.

1. Demonstrate an in-depth understanding of the subject that is being taught.
2. Use relevant materials and technologies to promote student learning.
3. Demonstrate knowledge of Sunshine State Standards in the subject area.
4. Demonstrate how knowledge can be applied to real-world settings.
5. Overall, in the area of Knowledge of Subject Area.

Please rate your professional preparation in the following areas of Learning Environments.

1. Provide students with opportunities to be accountable for their own behavior, including involvement in establishing rules and standards.
2. Arrange and manages the physical environment to induce a positive learning experience.
3. Maintain academic focus through a variety of instructional techniques and strategies.
4. Overall, in the area of Learning Environments.

Please rate your professional preparation in the following areas of Planning and Instruction.

1. Plan and conduct lessons with identified student learning and performance outcomes.
2. Plan instruction that is aligned with Sunshine State Standards.
3. Connect learning activities, resources, and evaluation criteria to stated goals and objectives.
4. Collaborate with colleagues to plan lessons that are interdisciplinary.
5. Overall, in the area of Planning and Instruction.

Please rate your professional preparation in the following areas of Professional Role.

1. Serve as an advocate for the student.
2. Involve community members to enhance student learning.
3. Understand the protocol for identifying and reporting signs of child abuse and substance abuse.
4. Communicate effectively with parents.
5. Overall, in the area of Professional Role.

Please rate your professional preparation in the following areas of Technology.

1. Use technology tools to assist with management of student learning.
2. Teach students to use available computers and other forms of technology to enhance their learning.
3. Integrate different technologies to support diverse learning processes.
4. Teach students to use a variety of electronic media to communicate ideas and information.
5. Overall, in the area of Technology.

Please rate your professional preparation in the following areas of Reading.

1. Incorporate reading strategies in instructional planning in various subject areas.
2. Integrate reading activities in other curricular areas.
3. Use individual reading assessments to improve student academic performance.
4. Demonstrate knowledge of research-based, developmentally appropriate reading strategies.
5. Overall, in the area of Reading.

Please rate your professional preparation in the following areas of FCAT.

1. Prepare students for taking the FCAT by using aggregated data to create and assess instruction that focuses on improving student achievement.
2. Monitor student performance on core benchmarks throughout the year.
3. Provide students with strategies to improve test-taking skills.
4. Collaborate with colleagues and administrators to improve student achievement on the FCAT.

*****For teachers with 0-1 years of teaching experience (from question 1)**

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

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

2. If leaving teaching, please indicate your reasons for doing so. Please check all that apply:

Low salary
 Lack of administrative support
 Required duties were too demanding
 Lack of proper preparation to perform teaching duties
 Student behavior
 Other_____

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

Yes
 No

If yes - (3a)

3a. How would you rate your induction program?

- a. Very effective
- b. Effective
- c. Not very effective
- d. Ineffective

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

- Yes
- No

(If yes – 4a -4c)

4a. How often have you been in contact with your mentor?

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

4b. Is your mentor experienced in the same or similar subject area(s) which you are currently assigned to teach?

- Yes
- No

4c. How important has your mentor been in helping you develop as a teacher?

- Very important
- Important
- Somewhat important
- Not very important

5. How often do you meet formally with other new teachers?

- Never
- Rarely
- Sometimes
- Frequently

6. How many times have you been formally observed in the classroom?

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

7. How often does your principal/assistant principal provide you useful feedback about your teaching?
 - Never
 - Rarely
 - Sometimes
 - Frequently

8. Has your principal/assistant principal helped you understand the overall mission and vision of your school?
 - Yes
 - No
 - Somewhat

9. Has your principal/assistant principal helped you become a valued member of the school community?
 - Yes
 - No
 - Somewhat

10. 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.

11. How often do the teachers in your school give each other feedback about teaching?
 - Never
 - Rarely
 - Sometimes
 - Frequently

12. How often do the teachers in your school work together to respond to student needs?
 - Never
 - Rarely
 - Sometimes
 - Frequently

13. 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.

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

Never
Rarely
Sometimes
Frequently

15. 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 16-20

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

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

1 – Very effective
2 – Effective
3—Not very effective
4 – Ineffective

**** Section for Teachers Who Have Taught 2 or more years (from question 1, page 2)**

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

2. If leaving teaching, please indicate your reasons for doing so. Please check all that apply:

Low salary
 Lack of administrative support
 Required duties were too demanding
 Lack of proper preparation to perform teaching duties
 Student behavior
 Other _____

3. Are you teaching in the same school you were teaching your first year?

Yes
 No

(If No, answer 3a)

- 3a. Why did you change schools?

Lack of administrative support
 Student behavior
 Negative atmosphere among the teachers
 School policies regarding discipline and/or curriculum
 Other

4. Are you teaching the same subject and/or grade assignment that you were teaching your first year?

Yes
 No

(If No, answer 4a)

- 4a. Please indicate the subject area and/or grade level you were teaching your first year.

5. Please indicate why your teaching assignment changed?

Personal reason
 Administrative request
 Other

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

Yes
 No

(If yes - (6a))

- 6a. How would you rate your induction program?

- a. Very effective
 b. Effective
 c. Not very effective
 d. Ineffective

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

- Yes
- No

(If yes – 7a -7c)

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

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

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

- Yes
- No

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

- Very important
- Important
- Somewhat important
- Not very important

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

- Never
- Rarely
- Sometimes
- Frequently

9. 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

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

- Never
- Rarely
- Sometimes
- Frequently

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

- Yes
- No
- Somewhat

12. Did your principal/assistant principal help 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, study groups, etc.)?
- Never
Rarely
Sometimes
Frequently
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

- 5 – *Not at all*
- 6 -- *Not very well*
- 7 -- *Fairly well*
- 8 -- *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 student 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 – Very effective
- 2 – Effective
- 3—Not very effective
- 4 -- Ineffective

District Alternative Certification Program Teachers

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

- 1. Did you know about the Alternative Certification option before you started teaching?
 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

If other, please specify:

- 3. Did knowing about the District’s Alternative Certification Program have an influence on your decision to teach?
 Yes
 No

- 4. How long have you been participating in 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. Highest degree received:
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?
7. List professional jobs held since you obtained your bachelors degree. Start with your most recent job.
8. Have you had a pre-assessment of your skills on the 12 Florida Educator Accomplished Practices?

Yes
No
9. Has an individual plan (or Professional Development Plan) for your alternative certification program been developed?

Yes
No
10. Did you receive training in classroom management skills (survival skills)?

Yes
No
11. If you received training, when did you receive it?

_____ month/year
12. How useful was the training in classroom management skills (survival skills training)?

Very useful
Somewhat useful
Not very useful

Teacher Survey for Community College EPI Program Completers

- 1. Is English your primary language?**
 - A. Yes
 - B. NoIf No, please specify:
- 2. What is the highest degree you have earned?**
 - A. Bachelors
 - B. Masters
 - C. Educational Specialist
 - D. Doctorate (Ph.D. or Ed.D.)

3. Where did you earn your highest degree?

- A. Florida public community college or college (Chipola College, Daytona Beach Community College, Edison College, Miami Dade College, Okaloosa Walton College, St. Petersburg College, Florida Community College at Jacksonville)
- B. Florida public state university
- C. Florida private college or university
- D. Out-of-state college or university
- E. Online college or university
- F. Other

If Other, please specify

4. What was your most recent career, or status, prior to becoming a teacher?

- A. Business or Industry
- B. Nonprofit Organization
- C. Military
- D. Other Government (local, state, or federal)
- E. College Student
- F. Other

If Other, please specify:

5. How did you first hear about the Educator Preparation Institute program?

- A. Newspaper
- B. Radio
- C. Local Information Session
- D. School District
- E. Florida DOE website
- F. Other

If Other, please specify:

6. What types of financial aid did you receive for the EPI program?

- A. Did not seek financial aid
- B. Troops to Teachers/Spouses to Teachers
- C. Critical Teacher Shortage Loan Forgiveness Program
- D. Federal Pell Grant
- E. Student Loan
- F. Scholarship from institution you attended
- G. State Employee Tuition Waiver
- H. Other

If Other, please specify:

7. How long did it take to complete your EPI coursework and field experiences?

- A. Less than 2 months
- B. 2 to 4 months
- C. 5 to 9 months
- D. 10 to 12 months
- E. More than 12 months

8. How long did it take to pass the Professional Education subtest of the Florida Teacher Certification Exam?

- A. Passed the Professional Education subtest before completing the EPI program
- B. Passed the Professional Education subtest within 3 months of program completion
- C. Passed the Professional Education subtest within 6 months of program completion
- D. Passed the Professional Education subtest within 9 months of program completion
- E. Passed the Professional Education subtest within 12 months of program completion
- F. Passed the Professional Education subtest within 24 months of program completion
- G. Other

If Other, please specify:

9. How long did it take to pass all three subtests of the Florida Teacher Certification Exam (General Knowledge, Professional Education, and Subject Area Exam)?

- A. Passed all three subtests before completing the EPI program
- B. Passed all three subtests within 3 months of program completion
- C. Passed all three subtests within 6 months of program completion
- D. Passed all three subtests within 9 months of program completion
- E. Passed all three subtests within 12 months of program completion
- F. Passed all three subtests within 24 months of program completion
- G. Other

If Other, please specify:

10. What was the primary delivery method for your EPI classes?

- A. Face-to-face instruction
- B. Online instruction
- C. Blended or Hybrid instruction (combination of face-to-face and online instruction)
- D. Other

If Other, please specify:

11. The EPI Career Portfolio (electronic portfolio) was an effective resource to document mastery of the Florida Educator Accomplished Practices for EPI faculty/staff and for prospective employers.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

12. Having the EPI as an alternative pathway to teacher certification greatly influenced my decision to become a teacher.

- F. Strongly disagree
- G. Disagree
- H. Neither agree nor disagree
- I. Agree
- J. Strongly agree

13. EPI personnel were able to accurately answer my questions about the process of teacher certification, or referred me to someone who could answer my questions.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

14. I had satisfactory access to EPI faculty and advisors during the program.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

15. I received satisfactory assistance and support from the EPI faculty during the program.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

16. The EPI coursework and field experiences prepared me to pass the Professional Education portion of the Florida Teacher Certification Exam.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

17. The EPI coursework and field experiences prepared me to begin teaching in a K-12 environment.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

18. The EPI field experiences provided me with adequate opportunities to practice teaching in a K-12 environment.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

19. As a result of the EPI program, I felt prepared to enter the K-12 classroom as a beginning teacher.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

20. Overall, I was satisfied with my experience in the EPI teacher preparation program.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

21. List your recommendation(s) to improve the EPI teacher preparation program.

Text Box for response

Principals' Survey Questions

INTRODUCTION – FIRST PAGE

The Florida Department of Education is seeking feedback from school principals on the effectiveness of beginning-level teachers at your school. Information is being sought from three types of teacher preparation programs:

1. First-year teachers who have completed a bachelor's or master's degree in Education from a state-approved program at a Florida college or university.
2. Teachers who have completed your district's Alternative Certification Program at any time during the 2005-2006 school year (July 1, 2005 through June 30, 2006). These teachers may not be first-year teachers.
3. Teachers who have completed an Educator Preparation Institute (EPI) at a Florida community college, college or university during 2005-06 (Summer 2005, Fall 2005, Spring 2006). These teachers may not be first-year teachers.

Below is a list of teachers who have met the identified criteria. If you have additional teachers to add that meet these criteria, please click the "Add a Teacher" button and enter the teacher's name. If you have another teacher name to add, click the button again. When you have entered all the first-year completers of 'teacher preparation programs' including district alternative certification teachers, please click the "Next" button to complete the survey. Thanks in advance for your participation in this 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 each of the Florida Educator Accomplished Practices. Under each Accomplished Practice is a list of sample key indicators that are associated with it. 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.

Response set for items is a semantic differential:

Very ineffective *Very effective*
 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7

- Q1. Please rate this teacher's performance in the following areas of Assessment
1. Uses a variety of student data to assess student abilities (including alternative assessments).
 2. Uses student data to individualize instruction.
 3. Maintains student records to monitor student progress.
 4. Uses FCAT and other assessment data to improve and enhance instruction.
- Q2. Please rate this teacher's performance in the following areas of Communication
1. Models good communication skills to students through instruction and daily interaction.
 2. Provides timely and appropriate feedback to students.

3. Communicates high learning expectations to each student.
 4. Incorporates activities that promote effective group communication skills.
 5. Communicates effectively with colleagues and administrators.
- Q3. Please rate this teacher's performance in the following areas of Continuous Improvement
1. Uses student data to identify professional development needs.
 2. Uses her/his experiences to assist in the design of a professional development plan.
 3. Participates in professional development to support school improvement efforts.
 4. Implements professional development in classroom instruction.
- Q4. Please rate this teacher's performance in the following areas of Critical Thinking
1. Models higher order thinking skills in the classroom.
 2. Provides opportunities for students to expand their higher order thinking skills by posing problems, dilemmas and questions in lessons.
 3. Encourages innovative and creative thinking in students through the use of identified strategies, materials, and technologies.
- Q5. Please rate this teacher's performance in the following areas of Diversity.
1. Treats diverse students equitably by fostering acceptance of linguistic, cultural, and experiential diversity.
 2. Uses a variety of teaching techniques and strategies to effectively instruct students.
 3. Communicates effectively with families and students from culturally diverse backgrounds.
- Q6. Please rate this teacher's performance in the following areas of Ethics.
2. Makes reasonable effort to protect students from harmful conditions that interfere with their learning.
 3. Does not interfere with colleagues' rights to exercise their political and civil rights.
 4. Adheres to ethical standards in the classroom.
- Q7. Please rate this teacher's performance in the following areas of Human Development and Learning.
1. Recognizes developmental levels of students and identifies difference within a group of students.
 2. Incorporates appropriate instructional strategies to accommodate different learning styles including those students who are identified as ELL, ESE, and/or underachieving.
 3. Demonstrates knowledge of learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.
- Q8. Please rate this teacher's performance in the following areas of Knowledge of Subject Area.
1. Demonstrates an in-depth understanding of the subject that is being taught.
 2. Uses relevant materials and technologies to promote student learning.
 3. Demonstrates knowledge of Sunshine State Standards in the subject area.
 4. Demonstrates how knowledge can be applied to real-world settings.
- Q9. Please rate this teacher's performance in the following areas of Learning Environments.
1. Provides students with opportunities to be accountable for their own behavior, including involvement in establishing rules and standards.

2. Arranges and manages the physical environment to induce a positive learning experience.
 3. Maintains academic focus through a variety of instructional techniques and strategies.
- Q10. Please rate this teacher's performance in the following areas of Planning and Instruction.
1. Plans and conducts lessons with identified student learning and performance outcomes.
 2. Plans instruction that is aligned with Sunshine State Standards.
 3. Connects learning activities, resources, and evaluation criteria to stated goals and objectives.
 4. Collaborates with colleagues in planning lessons that are interdisciplinary.
- Q11. Please rate this teacher's performance in the following areas of Professional Role.
1. Serves as an advocate for the student.
 2. Involves community members to enhance student learning.
 3. Understands the protocol for identifying and reporting signs of child abuse and substance abuse.
 4. Communicates effectively with parents.
- Q12. Please rate this teacher's performance in the following areas of Technology.
1. Uses technology tools to assist with management of student learning.
 2. Teaches students to use available computers and other forms of technology to enhance their learning.
 3. Integrates different technologies to support diverse learning processes.
 4. Teaches students to use a variety of electronic media to communicate ideas and information.
- Q13. Please rate this teacher's performance in the following areas of Reading.
1. Incorporates reading strategies in instructional planning in various subject areas.
 2. Integrates reading activities in other curricular areas.
 3. Uses individual reading assessments to improve student academic performance.
 4. Demonstrates knowledge of research-based, developmentally appropriate reading strategies.
- Q14. Please rate this teacher's performance in the following areas of FCAT.
1. Prepares students for taking the FCAT by using aggregated data to create and assess instruction that focuses on improving student achievement.
 2. Monitors student performance on core benchmarks throughout the year.
 3. Provides students with strategies to improve test-taking skills.
 4. Collaborates with colleagues and administrators to improve student achievement on the FCAT.
- Q15. Does this person 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.

District Alternative Certification Program Mentors

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

1. What is your professional status?
Currently teaching
Retired teacher
Retired school administrator
Other: Please specify
2. How many years have you been in education? _____
3. Degrees Achieve:
___ Bachelors – Major:
___ Masters – Major
___ Ed. Specialist – Major
___ PhD/Ed.D. – Major
4. Do you hold a certificate from the National Board for Professional Teaching Standards?
Yes
No
5. Which of the following best describes your role as a mentor?
Classroom coach
Formal assessor of teacher’s competency
Both
6. Have you had training to prepare you for being a mentor? (Mark all that apply.)
Not Yet
Clinical Educator Training
Online mentor training
District mentor training
Other
7. If you received training, how effective was your training in preparing you to be a mentor?
Not at all effective
Somewhat effective
Effective
8. What type of credit or compensation do you receive as a mentor (choose all that apply)?
Stipend
Release Time
NBPTS (National Board) credit
No compensation
Other
9. How many Alternative Certification Program (ACP) participants do you mentor?
10. How often do you meet with your ACP participants?

11. On the average, in the last 2 months, how often have you been in contact with your district coordinator regarding your ACP participants?
12. On the average, in the past 2 months, how often have you been in contact with your building administrator regarding your ACP participants?
13. Overall, how would you compare ACP participants with other first year teachers?

Overall, AC teachers compare poorly with other beginning teachers		Overall, AC teachers perform as well as other first year teachers			Overall, AC teachers are some of the best new teachers I have seen	
1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. What are your observations regarding ACP participants with whom you are working?
15. How could the Alternative Certification Program be improved to attract more teachers into the profession?
16. What is your opinion of the ACP implemented by your district?