

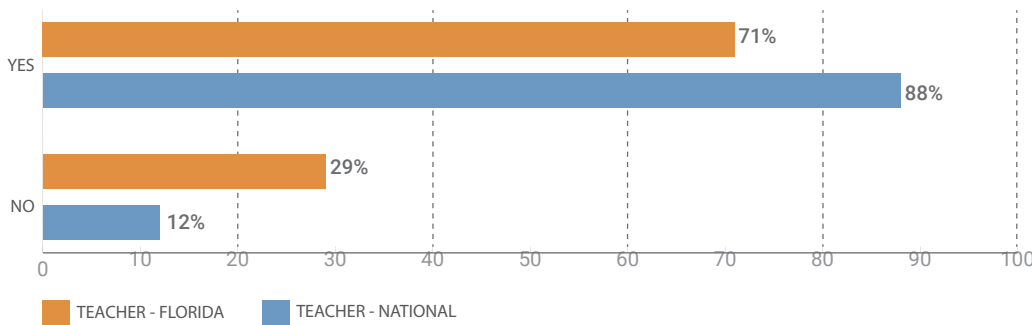


Florida Measure to Learn and Improve Study Teacher and Leader Preparation

A range of programs exist to prepare educators at every level to best serve students, teachers, and communities. **Initial Teacher Preparation Programs**, or ITPs, are offered by Florida postsecondary institutions to prepare instructional personnel. Upon completion of an ITP, participants are qualified to earn an initial Florida Professional Educator's Certificate. Participants in ITP Programs are typically working towards a Bachelor's or a Master's degree. **Educational leadership preparation programs** are designed to increase the supply of effective school leaders in public schools in Florida, and to produce school leaders who are prepared to lead the state's diverse student population in meeting high standards for academic achievement. These programs are competency-based, aligned to the principal leadership standards and lead to Level I certification.

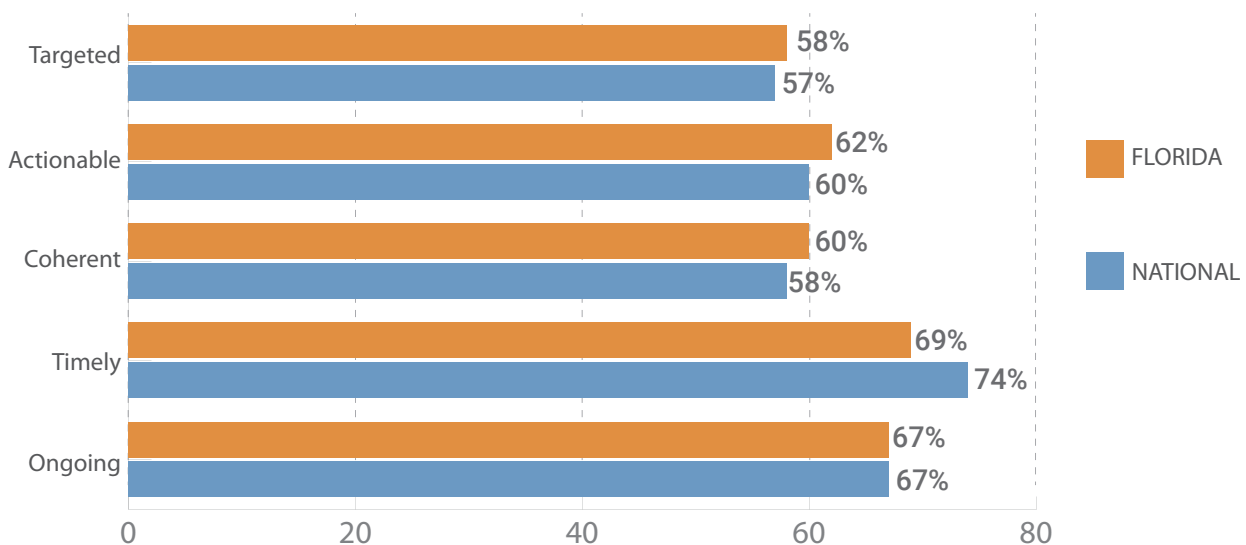
Key Findings: Teachers

Did you participate in a teacher preparation program before becoming a classroom teacher?



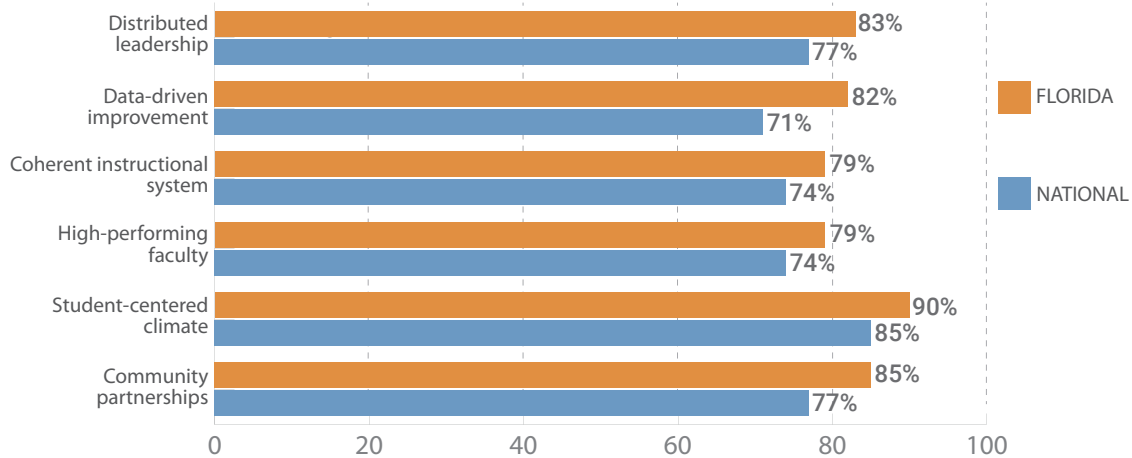
29% of teachers in Florida, compared to 12% of teachers nationwide, did not attend a traditional teacher preparation program prior to entering the classroom.

Percentage of teachers who somewhat or strongly agreed that the feedback they received in their teacher preparation program was...



Key Findings: School Leaders



Percentage of school leaders who reported feeling prepared when beginning as a principal






Summary and Implications

Nearly 30% of Florida teachers surveyed did not complete a teacher preparation program prior to becoming a classroom teacher, a rate 17% higher than the national response. Of teachers who did complete a teacher training program, 58-69% agree that the feedback was satisfactory. Of the school leaders who participated in the survey, 82-90% of leaders felt prepared to support most school systems. However, 21% indicated not being prepared to build a coherent instructional system aligned to standards or to cultivate a high-performing faculty.

Recommendations

-  Develop and implement ongoing, job-embedded professional learning experiences that meet the unique needs of teachers, that effectively accommodate a diverse range of teaching preparation.
-  Identify areas of improvement within the school leader preparation program structure to better meet the needs of principals in designing and implementing high-quality instructional systems within their schools.

Questions for Consideration

-  What are the implications of hiring a significant percentage of teachers from non-traditional education preparation pathways?
-  How does the quality of feedback received in teacher preparation programs translate to the level of quality of instruction?
-  How can school leader preparation programs be restructured to better prepare principals to develop data driven, standards-aligned instructional systems and a high-quality faculty with low attrition?

Project Background

The University of Florida Lastinger Center is a national leader in researching, developing, implementing, and scaling innovative solutions that transform teacher practice and student learning. In partnership with the Florida Department of Education, the Lastinger Center has developed a series of briefs that summarizes data collected by the RAND Corporation's American Teacher Panel (ATP) and American School Leader Panel (ASLP) on critical topics in education from teachers' and school leaders' perspectives. Data were collected through the Measure to Learn and Improve (MLI) study, conducted with support from the Bill and Melinda Gates Foundation. The MLI focuses on teacher and administrator perceptions of state standards and related instructional materials, professional development opportunities, teacher evaluation systems, and personalized and digital learning opportunities available for students.