Teacher and Leader Preparation Implementation Committee

January 11-12, 2012

Florida Department of Education
Bureau of Educator Recruitment, Development, and Retention

TLPIC Goal

- Provide input, feedback and recommendations to the state on the development and implementation of performance standards and targets for continued approval of state-approved teacher and school leadership preparation programs.

Immediate steps to reach the next milestone: Recommendations for Teacher Preparation Programs

1. Make recommendations for performance targets for teacher preparation programs

2. Make recommendations on revisions to the uniform core curriculum components based on desired performance outcomes

3. Make recommendations on changes to the process for continued approval in light of other recommended changes

TLPIC Timeline

- ## Fall 2011 – Spring 2012

  - ❑ Recommend performance targets for three levels of continued approval and one for denial

- ## Spring 2012 – Summer 2012

  - ❑ Continue standards revision recommendations including Uniform Core Curriculum and site visit protocols

- ## Summer 2012

  - ❑ Finalize draft recommended continued approval standards and performance targets

  - ❑ Provide recommendations/information to FDOE Program Approval Office for Pilot Site Visit implementation

Steps to reach Spring 2012 deadline

- **January 11-12, 2012**

➢ Develop draft list of data elements for inclusion in accountability system

➢ Begin making business decisions about use of data elements

➢ Request further data as needed

➢ Determine weights for each element

Steps to reach Spring 2012 deadline

- February 1, 2012
  - Review data and recommendations from AIR

  - Determine performance categories

  - Finalize Data Elements List and Business Rules

  - Begin discussions on cut scores

Steps to reach Spring 2012 deadline

- March 8, 2012
  - Continue discussions on cut scores

- May 9-10, 2012
  - Finalize recommendations for performance targets (3 for approval, 1 for denial)

Establishing a Common Language

Defining terms

➢ **Output-** something produced

➢ **Input-** something put into a system or expended in its operation to achieve output or a result

➢ **Metric-** a data element for which a standard of measurement exists

Establishing a Common Language

➢ **Performance measure** – how organizations, measure the quality of their activities and services

➢ **Performance target** – a measureable, desired goal

➢ **Business rule –** a statement that defines or constrains some aspect of the metric

Questions to keep in mind

- Ask yourselves if the data is pertinent to determining the effectiveness of a program?

- Would you include this data as a metric for program effectiveness?

- Can the metric be used at the program level or at the institutional level or both?

- Before adding additional data elements consider is it an input or an output?

Review of DOE Data – Inputs

Florida Department of Education
Bureau of Educator Recruitment, Development, and Retention

Title II, *Higher Education Act*

- Section 205(a) of the *Higher Education Act* (*HEA*) requires each institution of higher education that conducts a state-approved teacher preparation program and that enrolls students receiving Federal assistance under HEA to report annually the following:
  - Goals and assurances
  - Pass rates and scaled scores on assessments used for teacher certification
  - Program information, including <u>criteria for admissions</u>, the number of students in the program, <u>the average number of hours of supervised clinical experience</u>…

- <u>https://title2.ed.gov</u> – Archived State Reports and Archived Secretary's Reports on Teacher Quality available

Program Admission Requirements Information

- ITP minimum admission requirements – 1004.04, F.S.
    - 2.5 GPA on a 4.0 scale
    - Mastery of General Knowledge by passing the Florida General Knowledge Test or other acceptable General Knowledge test (CLAST in appropriate timeframe)
    - Programs may waive these requirements for up to 10% of students admitted

- EPI minimum admission requirements – 1004.85, F.S.
    - Hold a bachelor's or higher degree from an accredited college or university that was not an education degree
    - Meet certification requirements by obtaining a statement of status of eligibility

- DACP minimum admission requirements – 1012.56, F.S.
    - Hold a bachelor's or higher degree from an accredited college or university that was not an education degree
    - Be the teacher of record in a Florida public school district

Program Admission Requirements Information - ITP

Application	Fee	Transcript	Fingerprint Check	Background Check	Experience in a classroom or	Minimum semester hours	Minimum high school GPA	Minimum undergraduate	Minimum GPA in content area	Minimum GPA in professional ed	ACT	SAT	GRE	Basic Skills	Subj Area Test	Miller Analogies test	Recommendations	Essay or personal statements	Interview	Resume	Personality Test
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Program Admission Requirements Information – EPI

Application	Fee	Transcript	Fingerprint Check	Background Check	Experience in a classroom or	Minimum semester hours	Minimum high school GPA	Minimum undergrad GPA	Minimum GPA in content area	Minimum GPA in professional ed	ACT	SAT	GRE	Basic Skills	Subj Area Test	Miller Analogies test	Recommendations	Essay or personal statements	Interview	Resume	Personality Test
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2008-2011 Florida <u>Initial</u> Educator Certificates

An Initial Educator Certification may be a Temporary or a Professional Certificate.

Pathways to Certification
Total number of teachers issued an <u>initial</u> Florida Educator's Certificate = 38,139

Course-by-Course Analysis
10,822
28%

Out-of-State Certificate
7,879
21%

Florida State-Approved ITP Educator Preparation Program
13,573
36%

Educator Preparation Institute
2,616
7%

Out-of-State Approved Educator Preparation Program
2,397
6%

Professional Training Option
12
0%

Florida Educator Preparation Program (not State-Approved)
454
1%

ABCTE Certificate
215
1%

College Teaching Experience
97
0%

District Alternative Certification Program
53
0%

NBPTS Certificate
21
0%

Field Experience Information

- ## Field experience requirements

  - All candidates must be provided sufficient field experience to demonstrate all required competencies in the K-12 setting

  - ITP minimum requirements

    - Per Rule 6A-5.066(1)(b)(d), the program must provide field experiences in K-12 classroom settings…throughout the program, including a culminating experience of no less than 10 weeks in duration.

    - Per 1004.04(6), Florida Statutes, field experience sites must represent the full spectrum of school communities, including, but not limited to, schools located in urban settings.

  - EPI minimum requirements

    - Per 1004.85(3)(b), each program participant must participate in field experience that is appropriate to his or her educational plan.

Field Experience Information - ITP

Average # of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Total number of clock hours in the K-12 setting
76	280	356
0	477	477
100	400	500
120	450	570
170	400	570
96	480	576
103	480	583
190	400	590
180	420	600
135	490	625
150	480	630
111	525	636
71	570	641
210	450	660
100	560	660
140	525	665
150	525	675
168	525	693
190	525	715
156	560	716
123	600	723
273	450	723
200	525	725
209.3	525	734.3
210	525	735
180	560	740
270	487.5	757.5
200	560	760
200	600	800
216	600	816
270	560	830
315	560	875

Florida Department of Education

Field Experience Information – EPI

Average # of clock hours required in K-12 observation	Average number of clock hours required for K-12 teaching demonstration	Total number of clock hours in the K-12 setting
11	15	26
15	15	30
15	15	30
15	15	30
15	15	30
15	15	30
25	5	30
25	5	30
		30
30	1.5	31.5
30	2	32
30	2	32
30	2	32
25	10	35
15	20	35
		37.8
		43
		45
30	20	50
40	40	80
		100
15	120	135
		165
96	112	208
65	400	465

Questions and Reflections Related to Teacher Preparation Program Inputs

Review of DOE Data – Outputs

Data Available for Analysis

- ## Completer Data
  - By program type, institution

- ## Employment Data & Non-Renewal of Contract
  - By program type, institution

- ## Completer & Employer Satisfaction Survey
  - By program type, institution

- ## Data from three cohorts of completers
  - 2007-08, 2008-09, 2009-10

Cohort	Program Completion Year	Employment Data & Non-Renewal of Contract Data	Completer & Employer Satisfaction Survey
Cohort 1	2007-08	2008-09, 2009-10, 2010-11	2008-09
Cohort 2	2008-09	2009-10, 2010-11	2009-10
Cohort 3	2009-10	2010-11	2010-11

Completer Data

- Data from the previous academic year is gathered during the Fall Semester
    - State University System institutions report data to Board of Governors, which is shared with the Bureau of Educator Recruitment, Development, and Retention
    - State Colleges/Community Colleges report data to the Division of Florida Colleges' CCTCMIS, which is shared with the Bureau of Educator Recruitment, Development, and Retention
    - Independent Colleges and Universities of Florida (ICUF) and other private institutions report data directly to the Bureau of Educator Recruitment, Development, and Retention via eIPEP
    - Districts report data on DACP completers directly to the Bureau of Educator Certification via the Teacher Tracking System

2007-2010 Teacher Preparation Program Completers

Completers by Program Type 2007-2010

District Alternative
Certification Programs
4,602
16.8%

Educator Preparation
Institutes
5,111
18.6%

Initial Teacher Preparation
Programs
17,707
64.6%
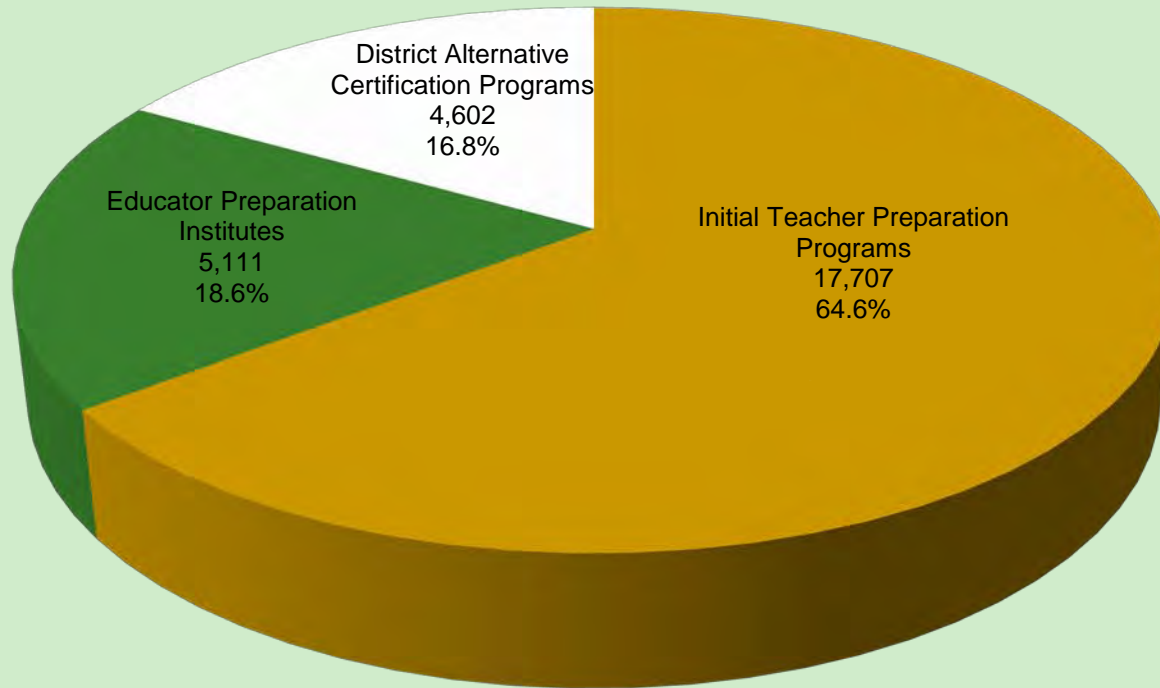
Total number of teachers prepared by Florida state-approved teacher preparation programs = 27,420

2007-2010 Teacher Preparation Program Completers

2007-2010 ITP Completers by Institution

Mean 466 completers
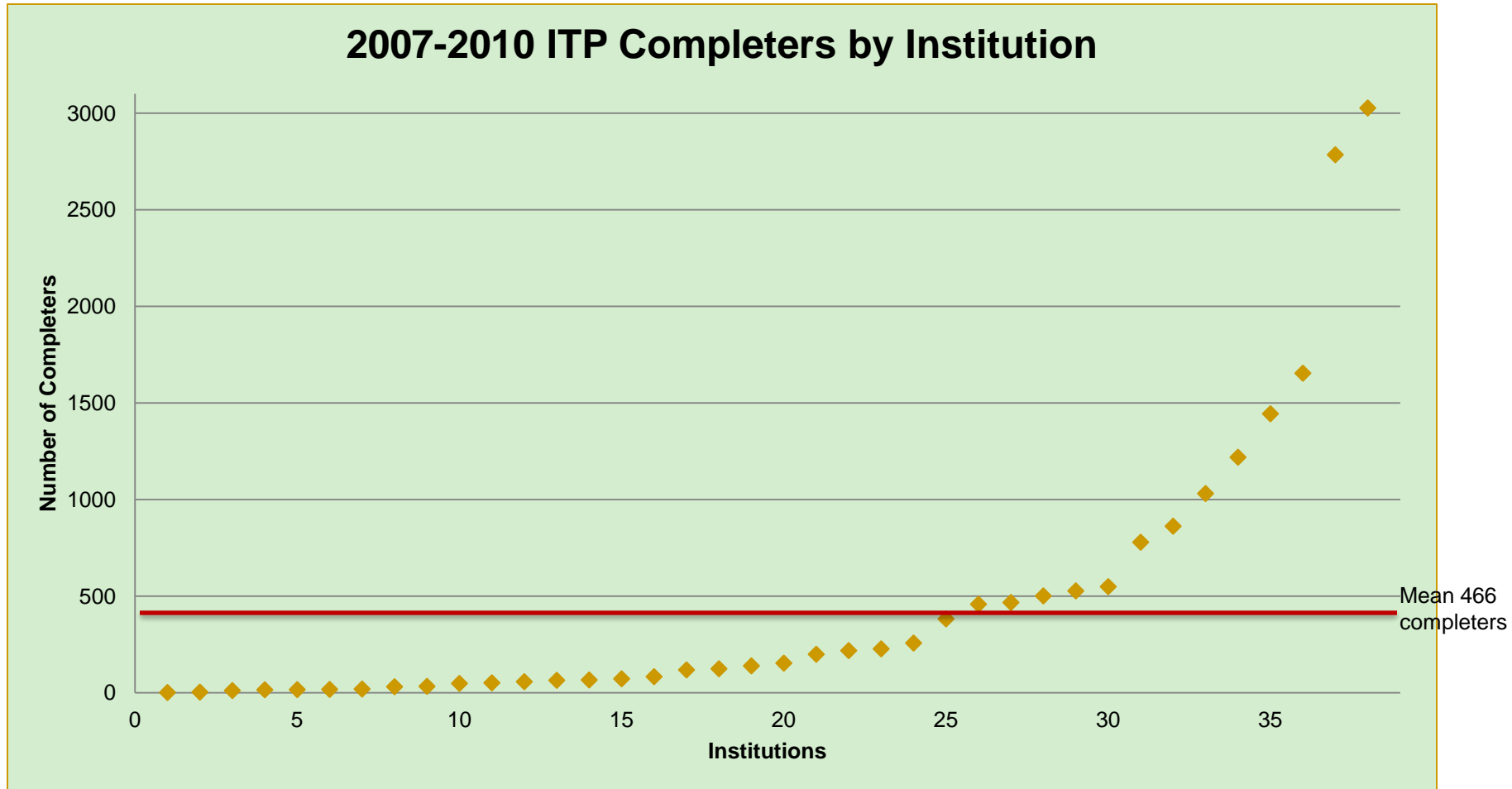
2007-2010 Teacher Preparation Program Completers

- **Initial Teacher Preparation Programs**
  - 38 institutions with completers
    - 5 newer institutions
  - Range from 1 completer to 3,027 completers with new institutions included
  - Range from 15 completers to 3,027 completers with new institutions excluded
  - 10 institutions (new institutions excluded) had fewer than 100 completers with the three cohorts aggregated together
  - 6 institutions had more than 1,000 completers with the three cohorts aggregated together

2007-2010 Teacher Preparation Program Completers

2007-2010 EPI Completers by Institution
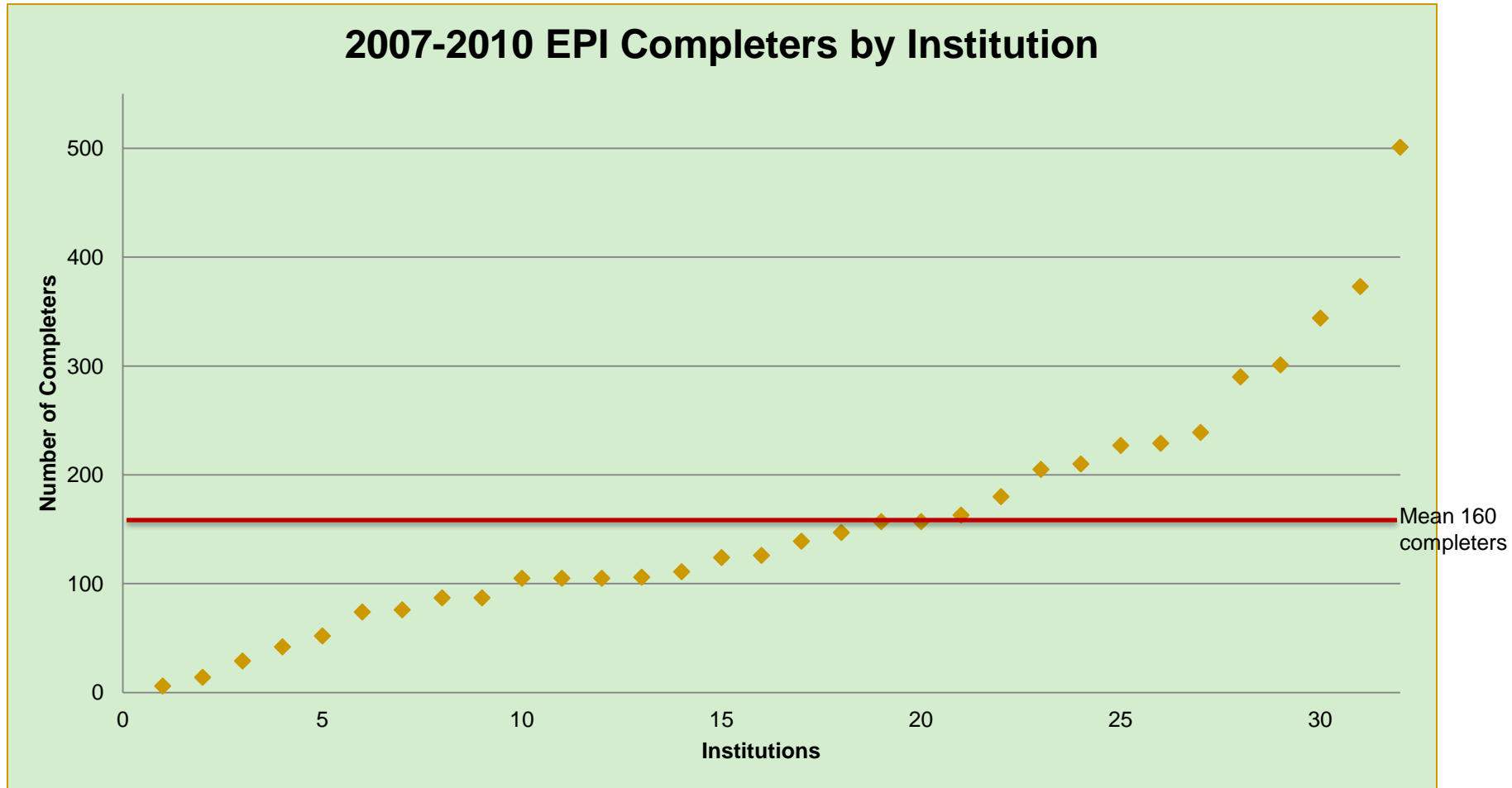
2007-2010 Teacher Preparation Program Completers

- ## Educator Preparation Institutes
  - 32 institutions with completers
    - 5 newer institutions
  - Range from 6 completers to 501 completers with new institutions included
  - Range from 42 completers to 501 completers with new institutions excluded
  - 6 institutions (new institutions excluded) had fewer than 100 completers with the three cohorts aggregated together
  - 4 institutions had more than 300 completers with the three cohorts aggregated together
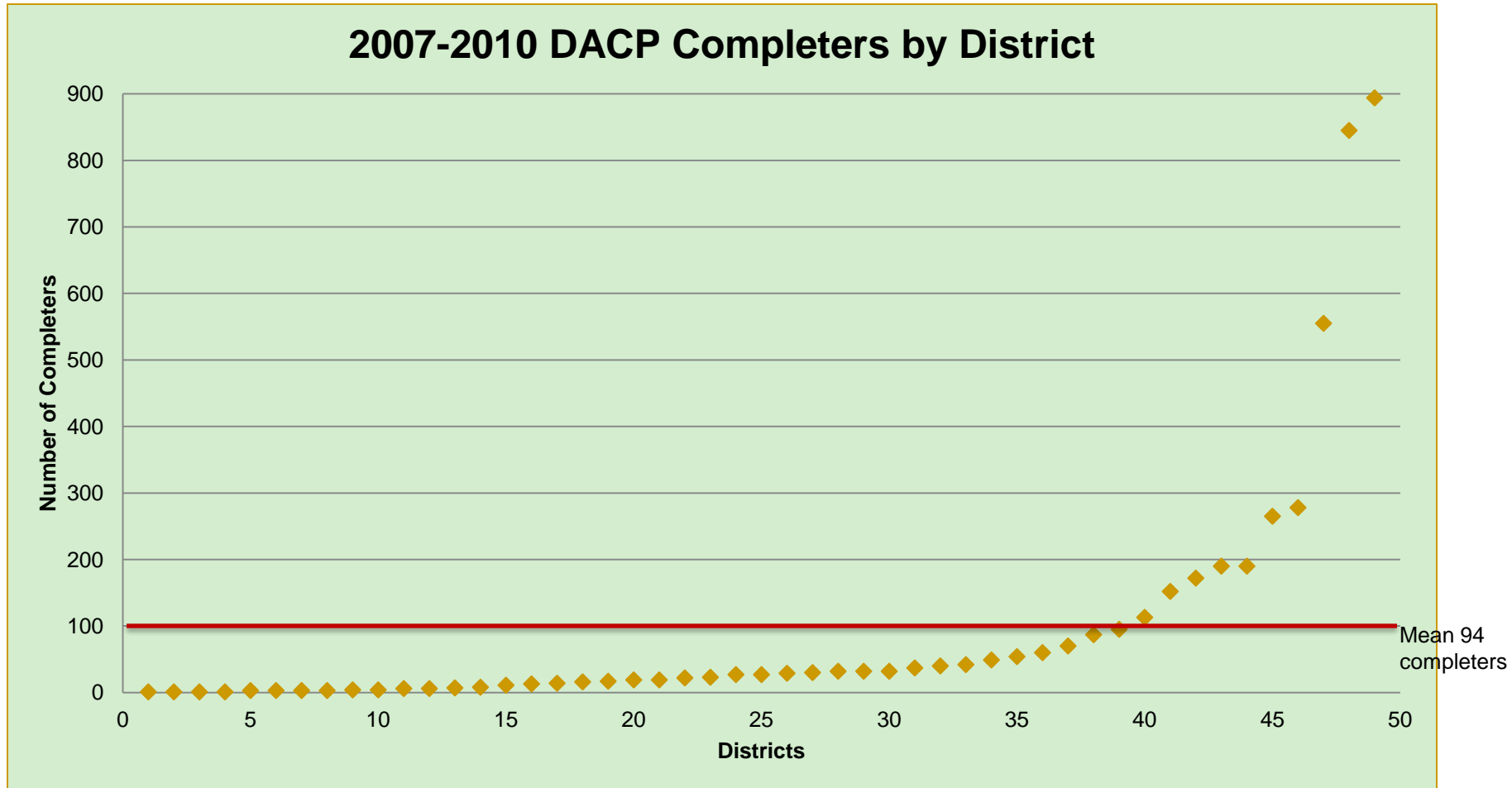
2007-2010 Teacher Preparation Program Completers

- ## District Alternative Certification Programs
  - 49 districts with completers
    - 15 districts did not have completers in one of the cohorts reviewed
  - Range from 1 completer to 894 completers with all districts with completers included
  - Range from 6 completers to 894 completers with districts without completers in all three cohorts excluded
  - 8 districts (districts without completers in all three cohorts excluded) had fewer than 20 completers with the three cohorts aggregated together
  - 5 districts had more than 250 completers with the three cohorts aggregated together

Questions and Reflections Related to Completer Data

Employment Data

Percentage of 2007-08 Completers Employed in Florida Public Schools in 2008-09, 2009-10, and 2010-11

Legend: 1st Year, 2nd Year, 3rd Year

X-axis (Program Type): ITP, EPI, DACP
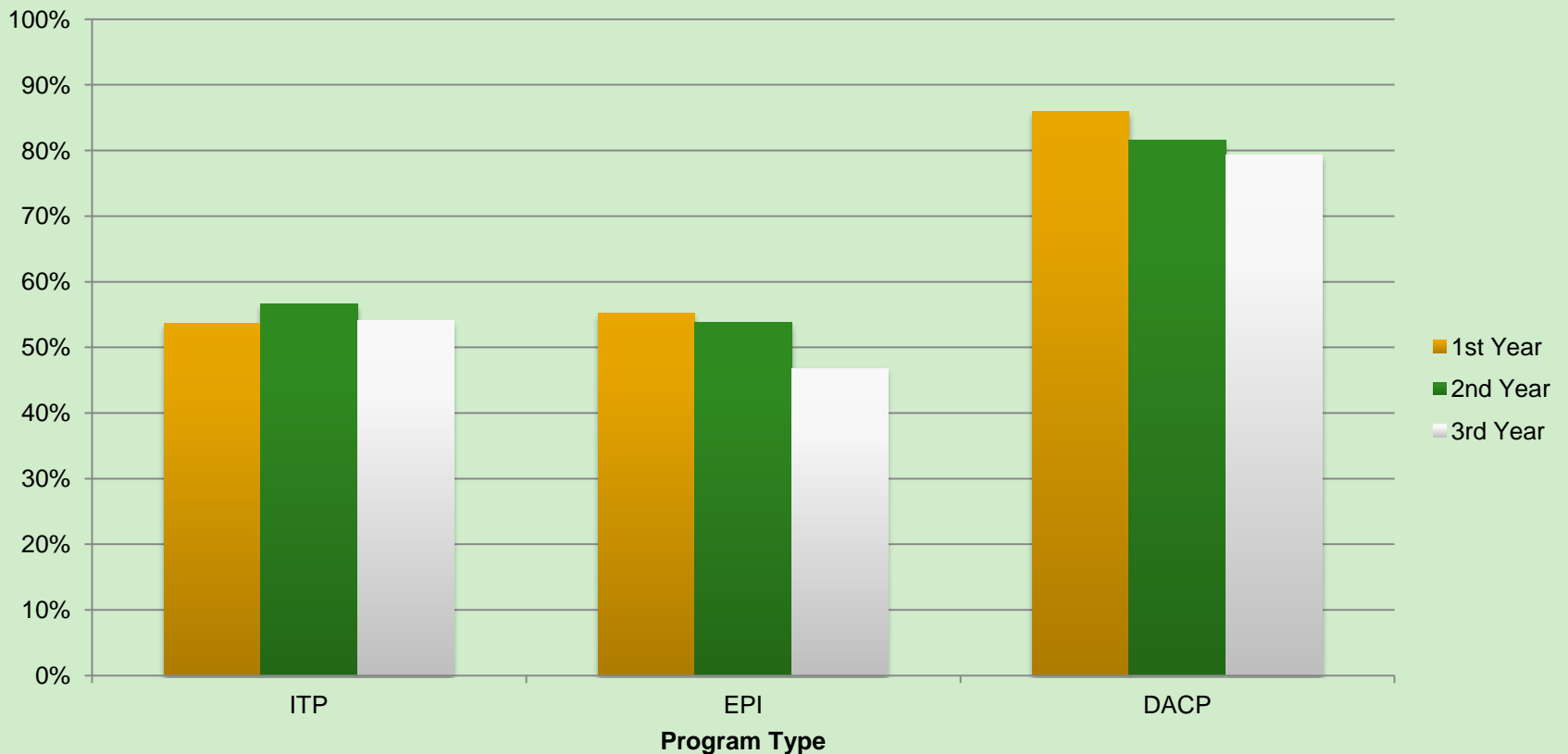
Employment Data

Percentage of 2007-08 ITP Completers Employed in 2008-09, 2009-10, and 2010-11

Mean 08-09 **54%**
Mean 09-10 **56%**
Mean 10-11 **54%**

Legend: ■ % Employed in 08-09 ■ % Employed in 09-10 □ % Employed in 10-11

Institutions (x-axis): n=20, n=4, n=16, n=140, n=9, n=49, n=102, n=53, n=25, n=35, n=45, n=436, n=78, n=91, n=961, n=10, n=210, n=64, n=348, n=308, n=402, n=16, n=23, n=228, n=7, n=554, n=158, n=28, n=282, n=915, n=169, n=179
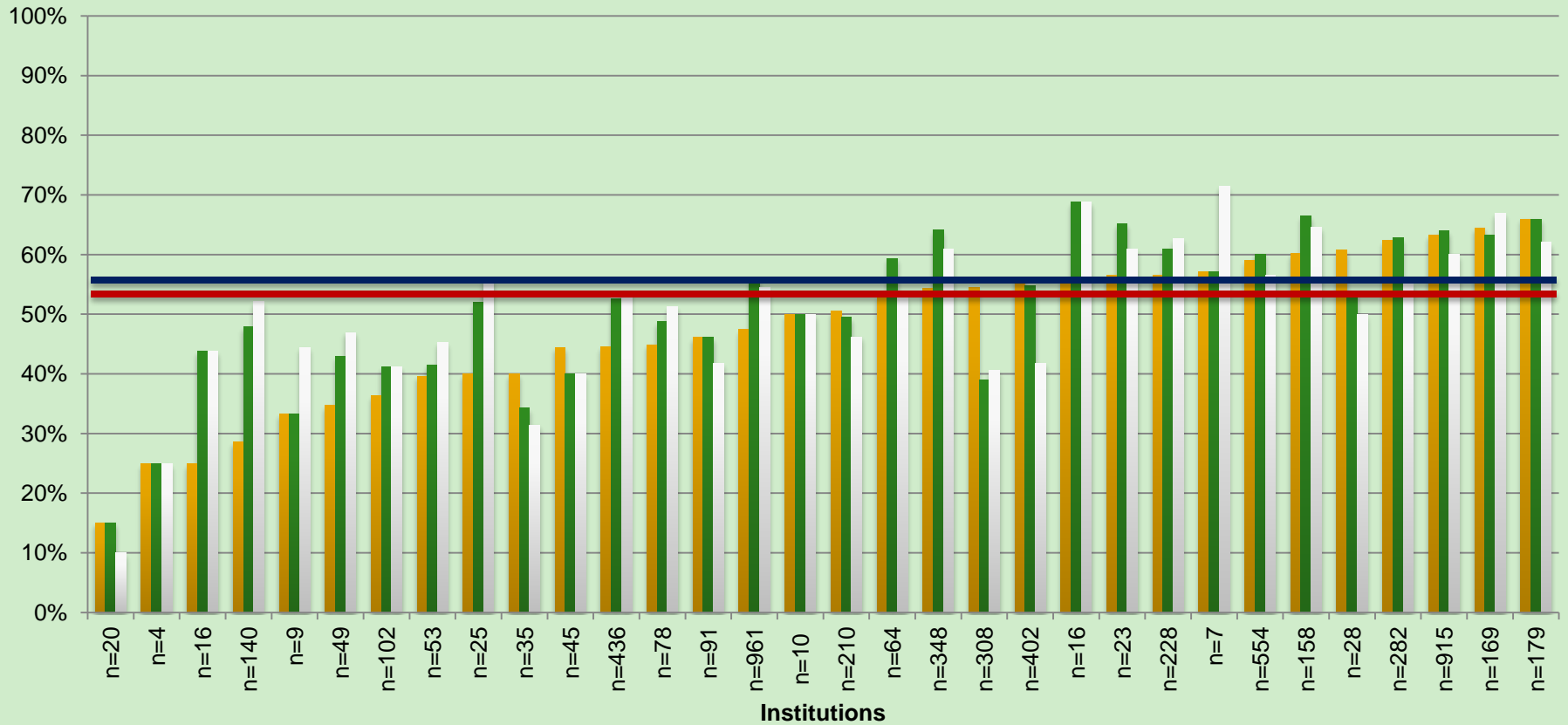
Employment Data

Percentage of 2007-08 EPI Completers Employed in 2008-09, 2009-10, and 2010-11

Mean 08-09 **55%**
Mean 09-10 **54%**
Mean 10-11 **47%**
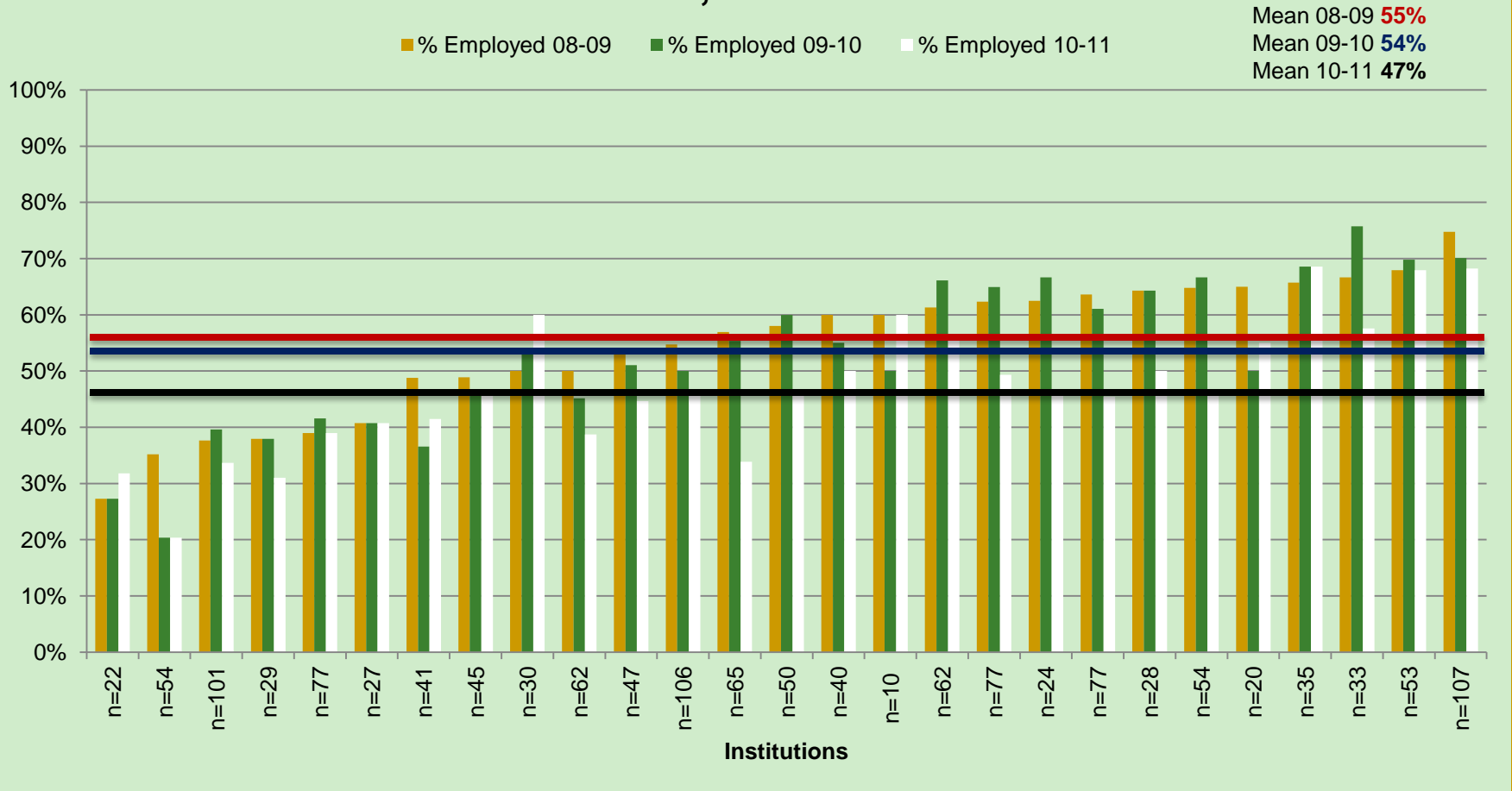
Employment Data

Percentage of 2007-08 DACP Completers Employed in 2008-09, 2009-10, and 2010-11

Mean 08-09 **86%**
Mean 09-10 **82%**
Mean 10-11 **79%**
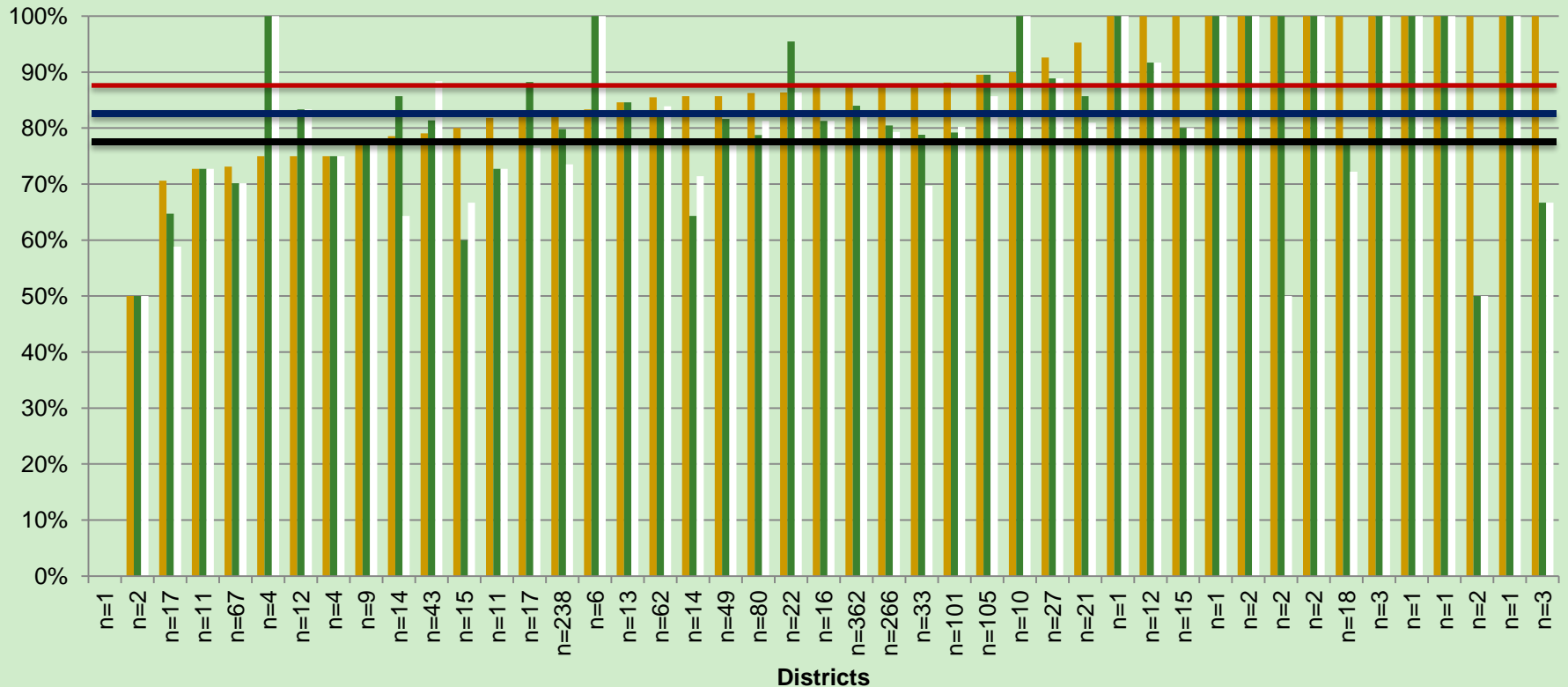
Legend: ■ % Employed in 08-09 ■ % Employed in 09-10 □ % Employed in 10-11

Employment Data

2007-2010 Percentage ITP Completers Employed in Florida Public Schools 1 Year After Program Completion
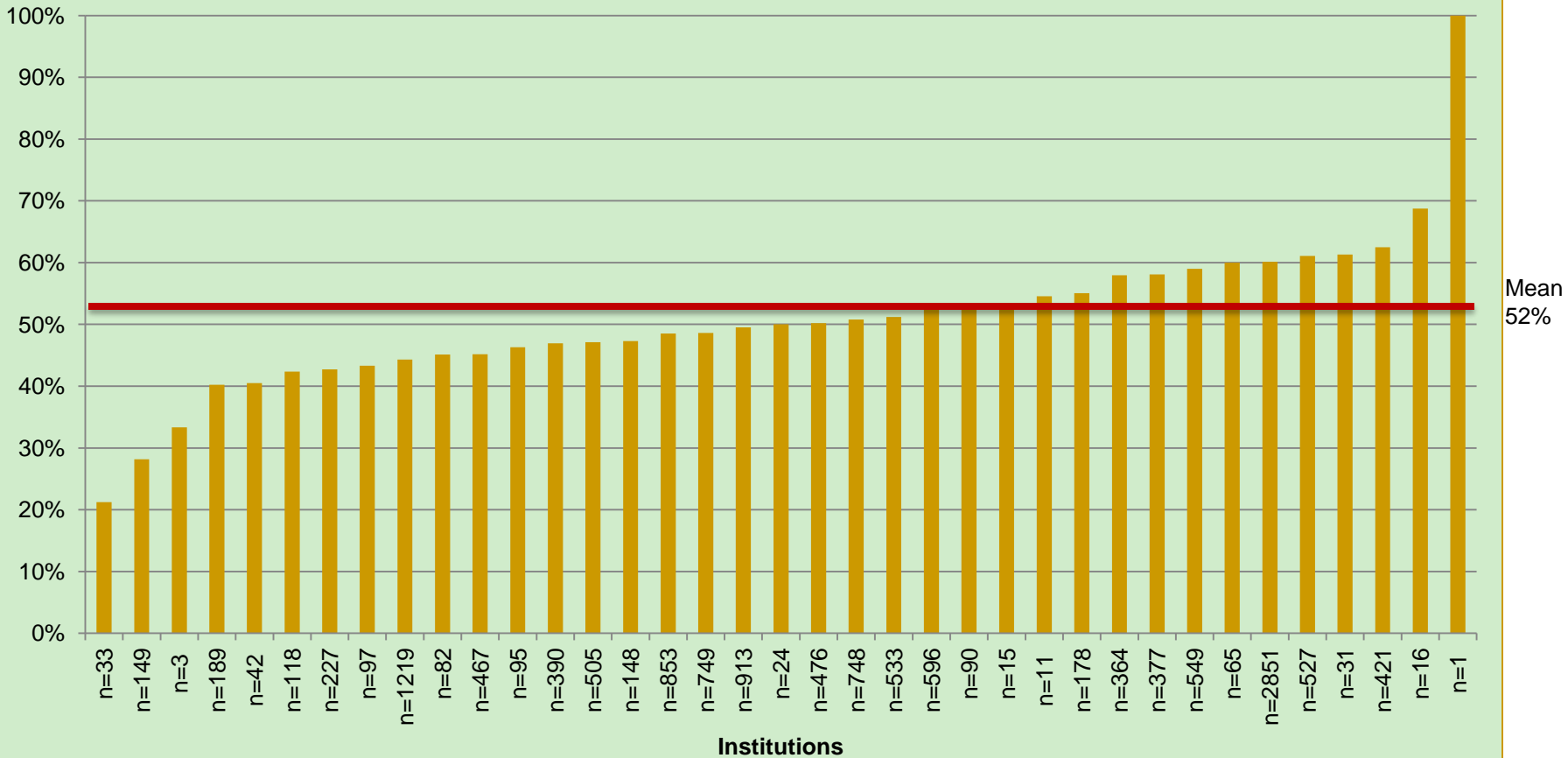
Employment Data

2007-2009 Percentage ITP Completers Employed in Florida Public Schools 2 Years After Program Completion

Mean 55%
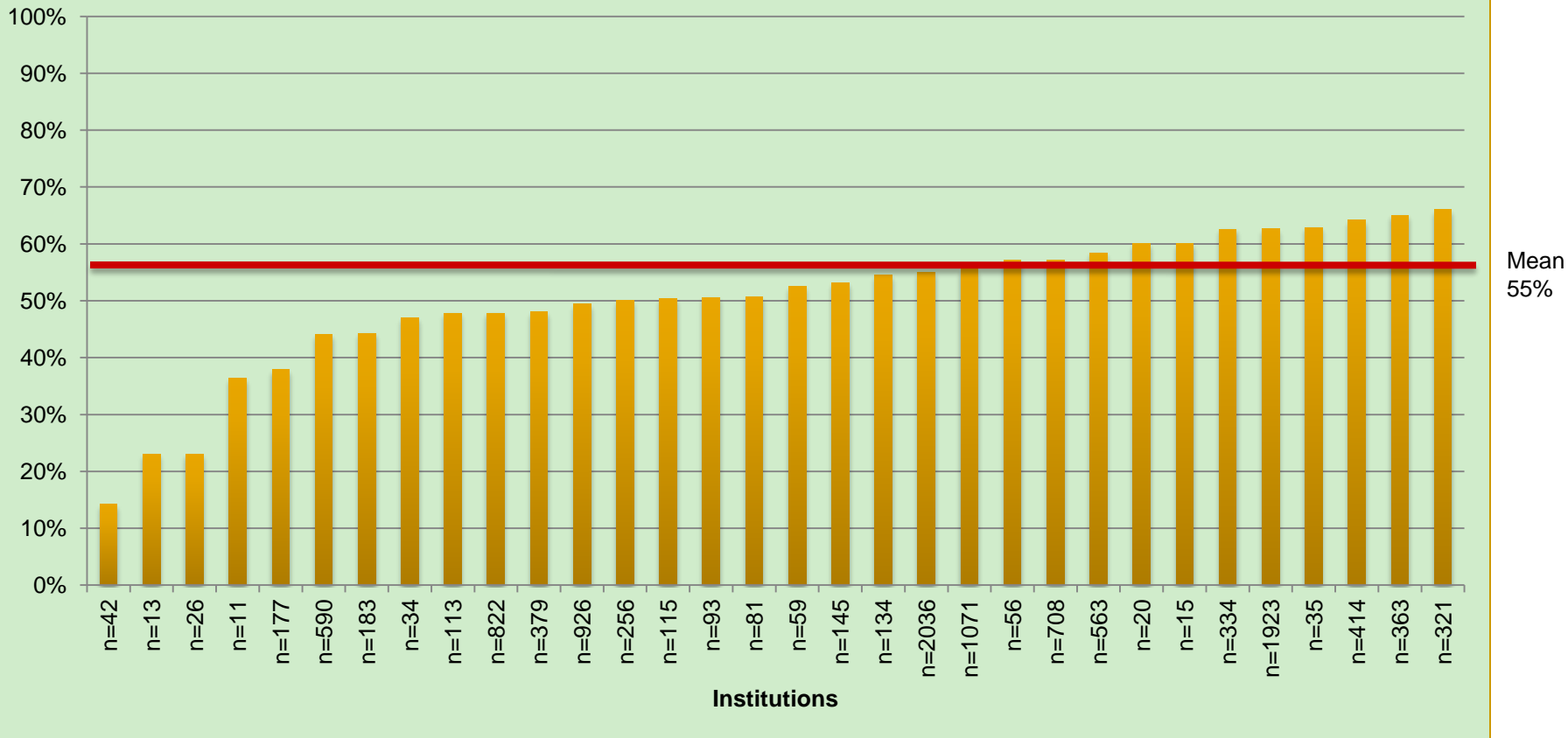
Employment Data

2007-2008 Percentage ITP Completers Employed in Florida Public Schools 3 Years After Program Completion

Mean 54%

Employment Data

2007-2010 Percentage EPI Completers Employed in Florida Public Schools 1 Year After Program Completion

Mean 55%

Employment Data

2007-2009 Percentage EPI Completers Employed in Florida Public Schools 2 Years After Program Completion

Employment Data

2007-2008 Percentage EPI Completers Employed in Florida Public Schools 3 Years After Program Completion

Mean 47%

Institutions

Employment Data

2007-2010 Percentage DACP Completers Employed in Florida Public Schools 1 Year After Program Completion

Employment Data

2007-2009 Percentage DACP Completers Employed in Florida Public Schools 2 Years After Program Completion

Mean 63%

Employment Data

2007-2008 Percentage DACP Completers Employed in Florida Public Schools 3 Years After Program Completion
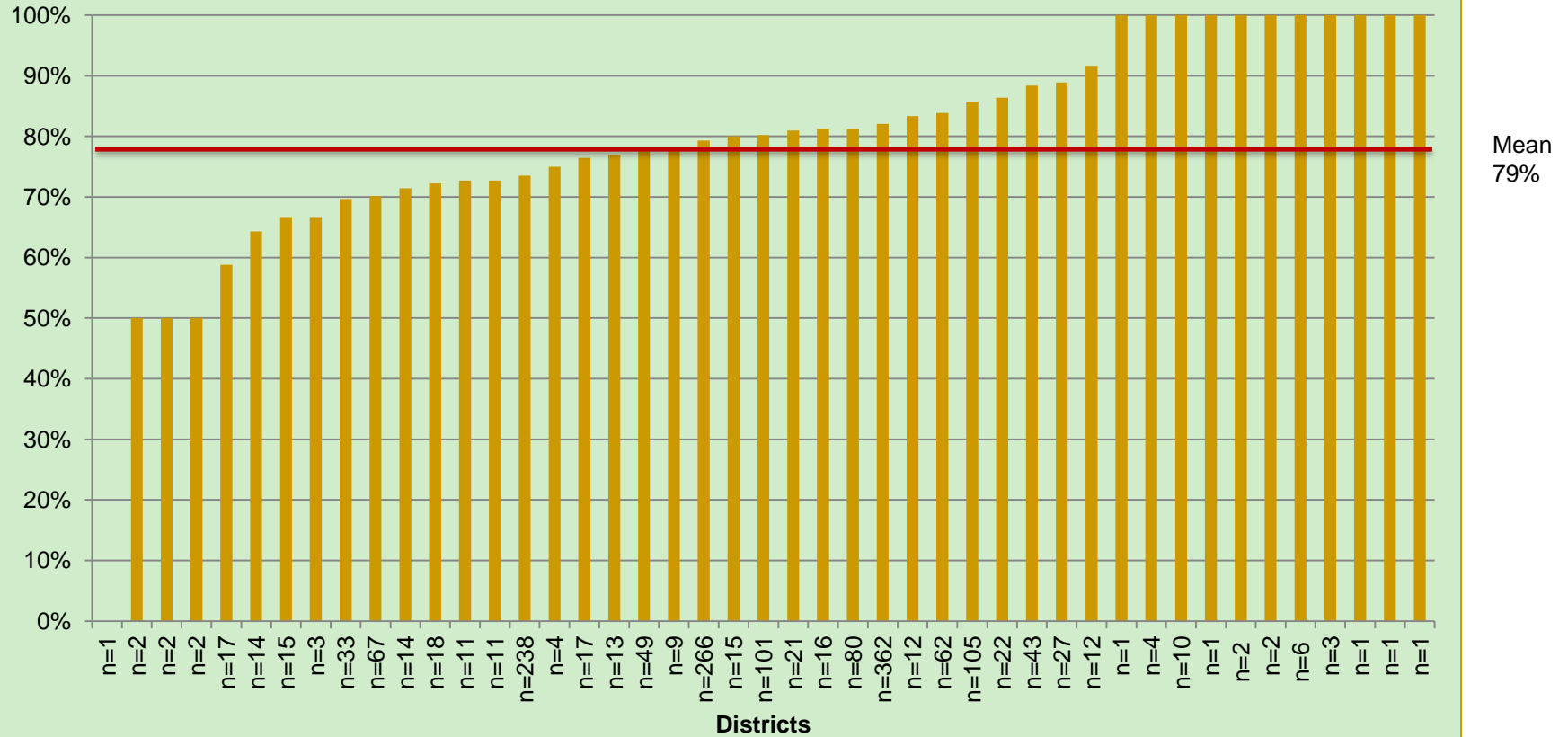
Questions and Reflections Related to Employment Data

Employment Data – Non-Renewal of Contract

- Teacher Exit Interview Data
- Voluntary Separation from Teaching
    - Resignation, including retirement
    - Promotion/Transfer to a non-teaching position in the district
- Involuntary Separation from Teaching
    - Probationary – 1012.33(1)(b) or 1012.33 (3)(a)4, Florida Statutes
    - *Performance – 1012.33(3)(a)4(e)(f), Florida Statutes, includes unsatisfactory job performance as well as reasons such as failure to obtain adequate certification or certification expiration*
    - Workforce Reduction – 1012.33(5), Florida Statutes
    - Not reappointed to position

Employment Data – Non-Renewal of Contract

- ## 1012.33, Florida Statutes

  - Probationary – "The first 97 days of an initial contract is a probationary period. During the probationary period, the employee may be dismissed without cause or may resign from the contractual position without breach of contract."

  - Performance – "A professional service contract shall be renewed each year unless the district school superintendent…charges the employee with unsatisfactory performance and notifies the employee of performance deficiencies."

  - Workforce Reduction – "Should a district school board have to choose from among its personnel who are on continuing contracts or professional service contracts as to which should be retained, such decisions shall be made pursuant to terms of a collectively bargained agreement…"

Employment Data – Non-Renewal of Contract

Year	Total Teachers	Teachers Leaving	Percent Leaving
2008-2009	168,917	11,250	6.7%
2009-2010	166,657	9,488	5.7%
2010-2011	169,506	10,005	5.9%

- 2008-2009 Statewide Teacher Exit Interview Data
- 63.6% (7,155) of exiting teachers exited voluntarily
- 31.6% (3,554) resigned involuntarily
  - 6% (214) were terminated at the end of the probationary period
  - *9.8% (348) were terminated for performance related reasons*
  - 16% (570) were terminated as a result of workforce reduction
  - 68.1% (2,422) were not reappointed

Employment Data – Non-Renewal of Contract

Year	Total Teachers	Teachers Leaving	Percent Leaving
2008-2009	168,917	11,250	6.7%
2009-2010	166,657	9,488	5.7%
2010-2011	169,506	10,005	5.9%

- 2009-2010 Statewide Teacher Exit Interview Data
- 77.3% (7,330) of exiting teachers exited voluntarily
- 19.5% (1,849) resigned involuntarily
  - 7.6% (141) were terminated at the end of the probationary period
  - *14.2% (263) were terminated for performance related reasons*
  - 5.4% (100) were terminated as a result of workforce reduction
  - 72.7% (1,345) were not reappointed

Employment Data – Non-Renewal of Contract

Year	Total Teachers	Teachers Leaving	Percent Leaving
2008-2009	168,917	11,250	6.7%
2009-2010	166,657	9,488	5.7%
2010-2011	169,506	10,005	5.9%

- 2010-2011 Statewide Teacher Exit Interview Data
- 78.6% (7,866) of exiting teachers exited voluntarily
- 21.4% (2,139) resigned involuntarily
  - 8.3% (178) were terminated at the end of the probationary period
  - *6.5% (138) were terminated for performance related reasons*
  - 7.5% (161) were terminated as a result of workforce reduction
  - 77.7% (1,662) were not reappointed

Employment Data – Non-Renewal of Contract

2008-2009 Teachers Separated Involuntarily for Performance Related Reasons
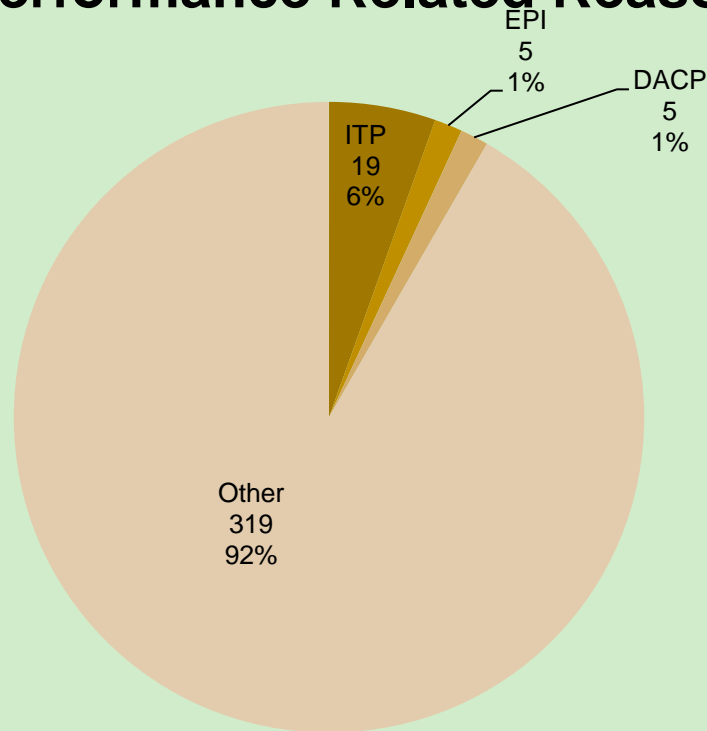
EPI
5
1%

DACP
5
1%

ITP
19
6%

Other
319
92%

Other encompasses teachers prepared by any pathway besides ITP, EPI, and DACP <u>and</u> any ITP, EPI, and DACP completer outside the 2007-08, 2008-09, and 2009-10 cohorts.

Employment Data – Non-Renewal of Contract

2009-2010 Teachers Separated Involuntarily for Performance Related Reasons
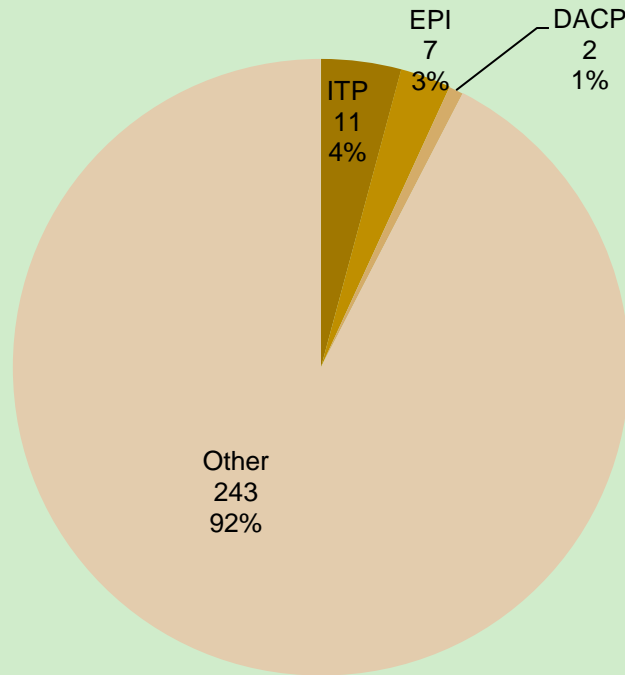
EPI
7
3%

DACP
2
1%

ITP
11
4%

Other
243
92%

Other encompasses teachers prepared by any pathway besides ITP, EPI, and DACP and any ITP, EPI, and DACP completer outside the 2007-08, 2008-09, and 2009-10 cohorts.

Employment Data – Non-Renewal of Contract

2010-2011 Teachers Separated Involuntarily for Performance Related Reasons
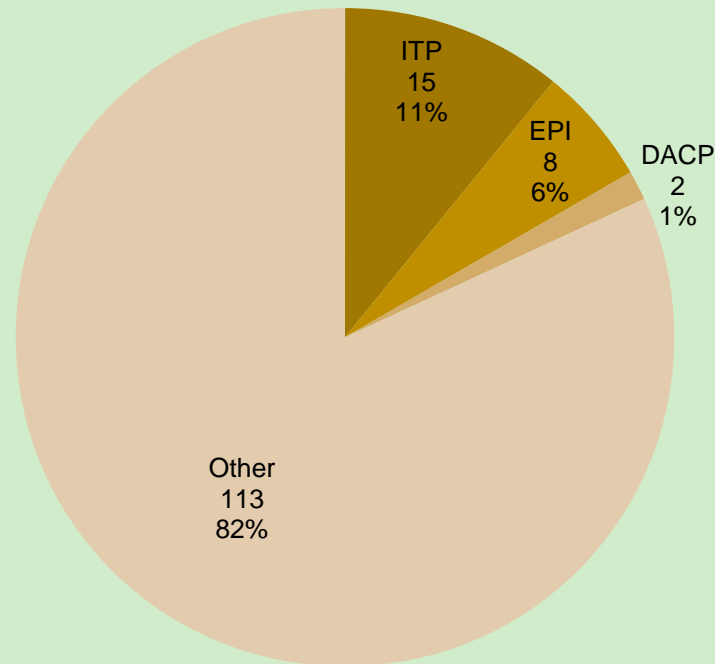
Other encompasses teachers prepared by any pathway besides ITP, EPI, and DACP <u>and</u> any ITP, EPI, and DACP completer outside the 2007-08, 2008-09, and 2009-10 cohorts.

ITP
15
11%

EPI
8
6%

DACP
2
1%

Other
113
82%

Employment Data – Non-Renewal of Contract

- **ITPs**
  - 14 of 38 institutions had a total of 34 completers from the 2007-2010 cohorts separated involuntarily for performance reasons
  - When aggregated across 3 years – range of 1 to 5 completers per institution

- **EPIs**
  - 13 of 32 institutions had a total of 19 completers from the 2007-2010 cohorts separated involuntarily for performance reasons
  - When aggregated across 3 years – range from 1 to 3 completers per institution

- **DACPs**
  - 5 of 49 school districts had a total of 7 completers from the 2007-2010 cohorts separated involuntarily for performance reasons
  - When aggregated across 3 years – range from 1 to 3 completers per school district

Questions and Reflections Related to Non-Renewal of Contract Data

Critical Teacher Shortage Areas

- ## Completer Outcomes Related to Critical Teacher Shortage Areas
  - Section 1012.57, Florida Statutes, requires the State Board of Education annually identify critical teacher shortage areas
  - State Board of Education Rule 6A-20.0131(2) provides that a list of critical teacher shortage areas shall be prepared based on consideration of… the projected annual supply of graduates of state-approved Florida teacher education programs for each discipline

Critical Teacher Shortage Areas

- November 2009 Report from Florida Department of Education, Office of Research and Evaluation
  - Identified 2010-2011 Shortage Areas as
    - Middle and high school level mathematics
    - Middle and high school level science
    - Middle and high school level English/language arts
    - Reading
    - World languages
    - Technology education
    - All exceptional student education programs

Critical Teacher Shortage Areas

Subjects	# of Teachers	# Out of Field	% Out of Field
Middle and High School English/Language Arts	10,344	401	3.9
Middle and High School Mathematics	11,188	332	3.0
Middle and High School Science	9,370	503	5.4
Middle and High School Reading	5,577	1,250	22.4
Technology Education	597	NA	NA
World Languages	3,690	362	9.8
Exceptional Student Education	16,671	844	5.1
Exceptional Student Education Speech/Language Impaired	2,596	NA	NA
Exceptional Student Education Hearing Impaired	414	39	9.4
Exceptional Student Education Visually Impaired	238	9	3.8
Exceptional Student Education Autism Spectrum Disorder	1,068	35	3.3
Exceptional Student Education PreK Disabilities	1,275	228	17.9
Exceptional Student Education Gifted	2,224	492	22.1

2007-2010 Teacher Preparation Program Completers

2007-2010 ITP Completer Subject Areas

- STEM: 898, 5%
- English/Language Arts and Social Science: 821, 5%
- Professional Service Areas: 1,134, 6%
- Other: 51, 0%
- World Languages: 49, 0%
- Art, Music, Physical Education and Health: 986, 6%
- Reading: 1,061, 6%
- Exceptional Student Education: 2,008, 11%
- Elementary Education: 9,645, 55%
- Prekindergarten-Primary and Preschool Education: 1,008, 6%
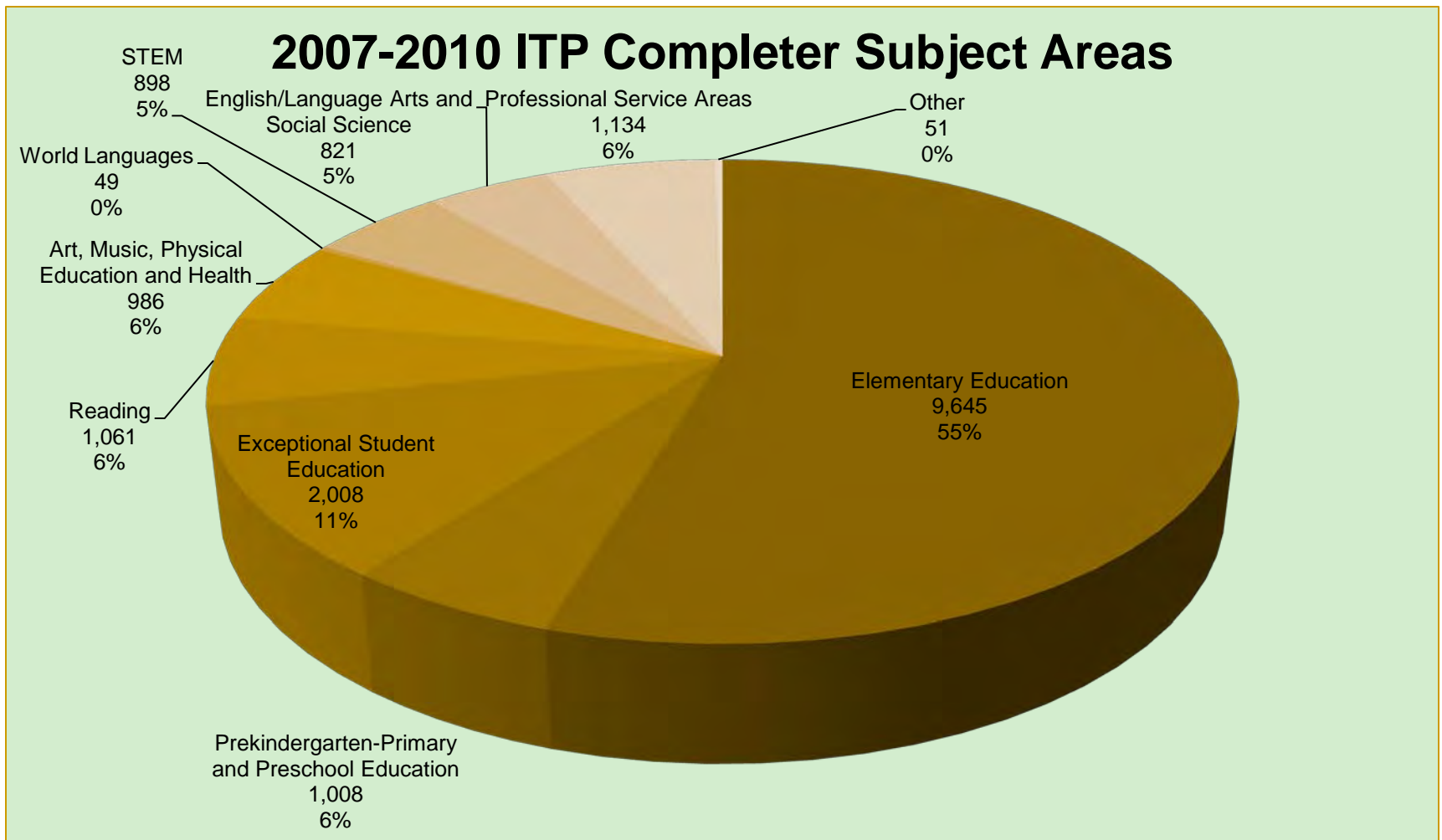
Critical Teacher Shortage Areas

- ITPs
  - Numbers and Percentages of Completers prepared in critical teacher shortage subject areas
- ITPs, EPIs, and DACPs
  - Numbers and Percentages of Completers employed in critical teacher shortage positions in Florida public schools

Critical Teacher Shortage Areas

2007-2010 Percentage ITP Completers Prepared in Critical Shortage Teaching Areas

Critical Teacher Shortage Areas

Percentage 2007-10 ITP Completers Employed in 2010-11 who were Employed in Critical Shortage Areas
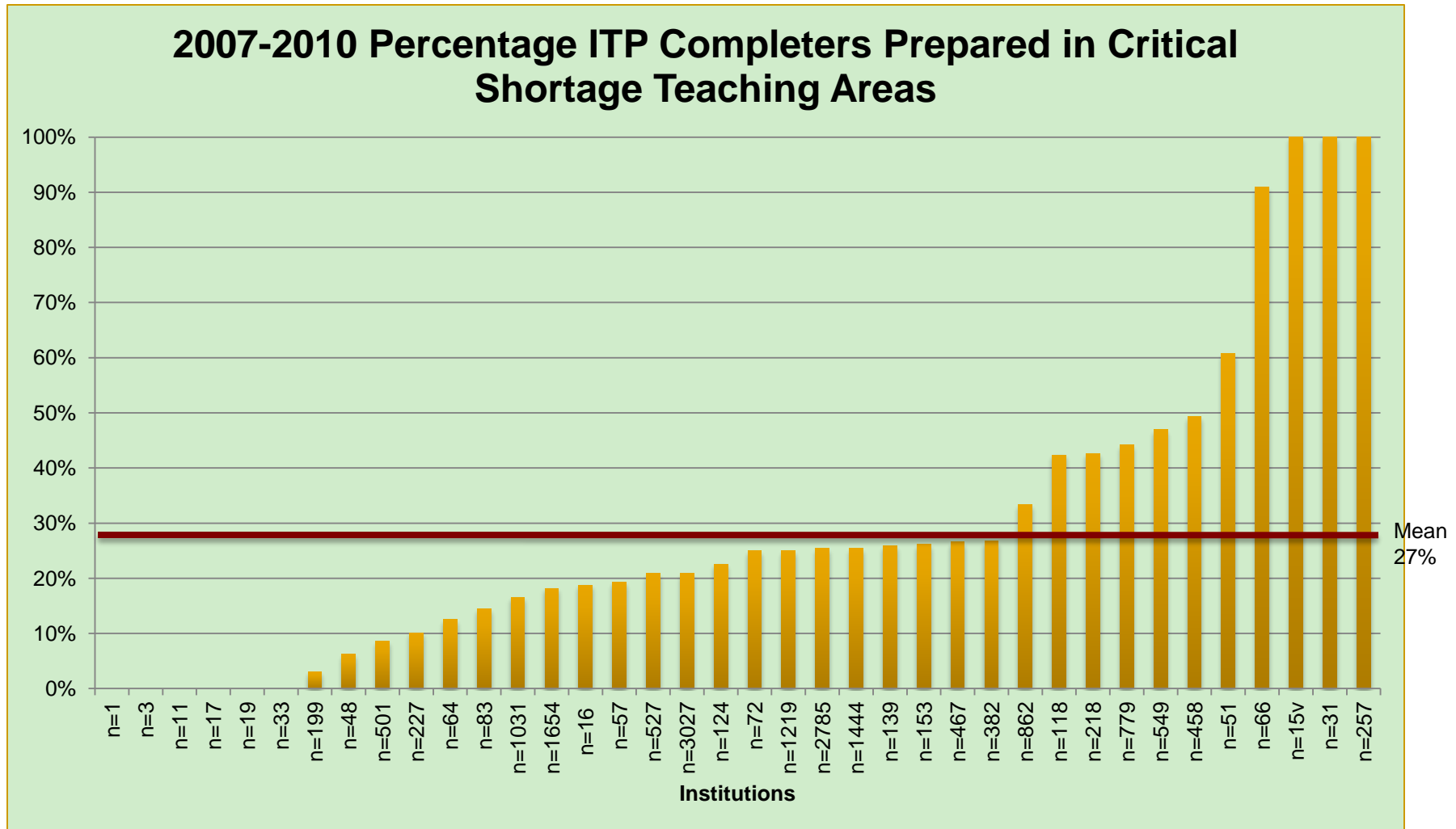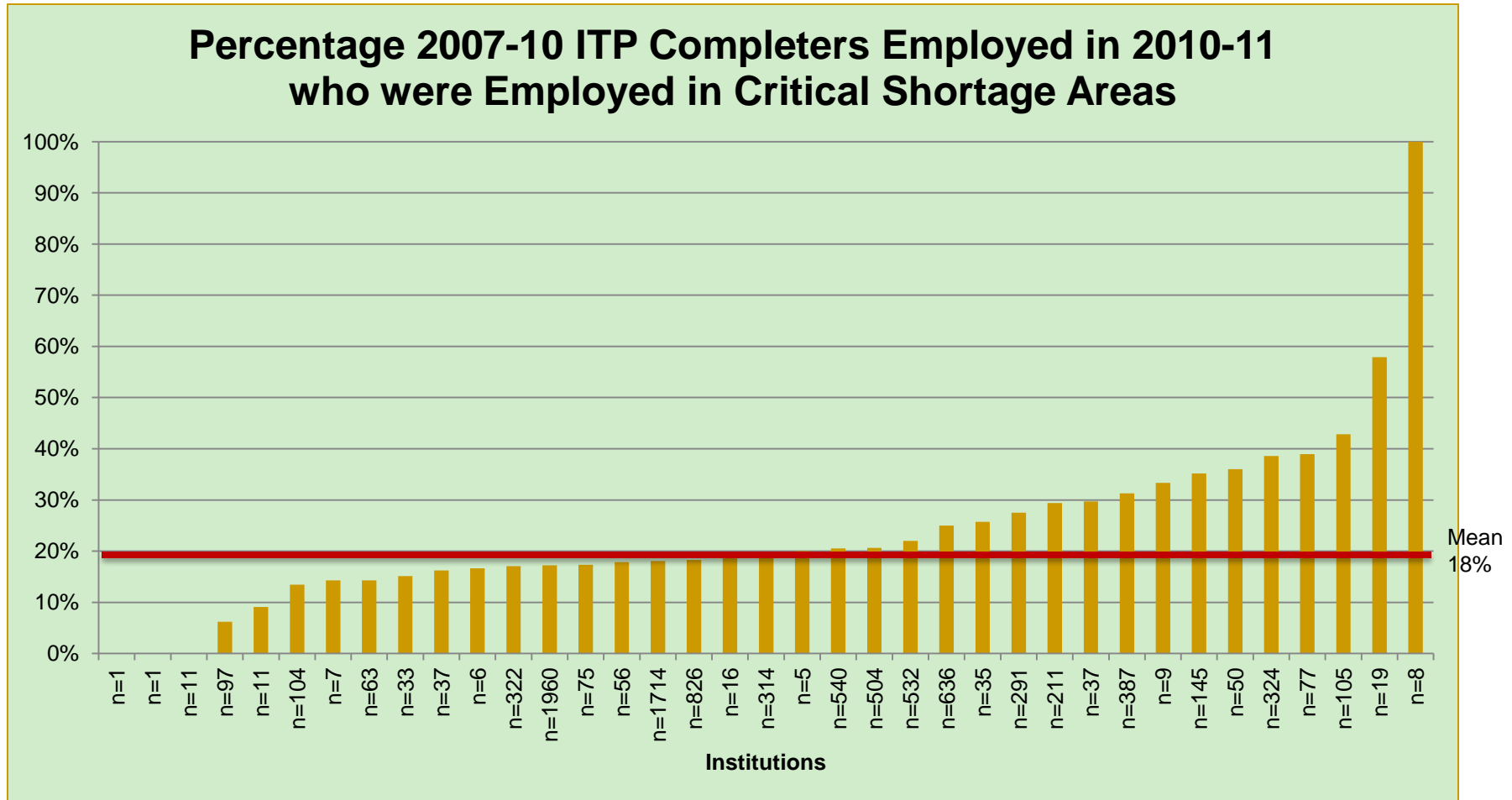
Critical Teacher Shortage Areas

Percentage 2007-10 EPI Completers Employed in 2010-11 who were Employed in Critical Shortage Areas
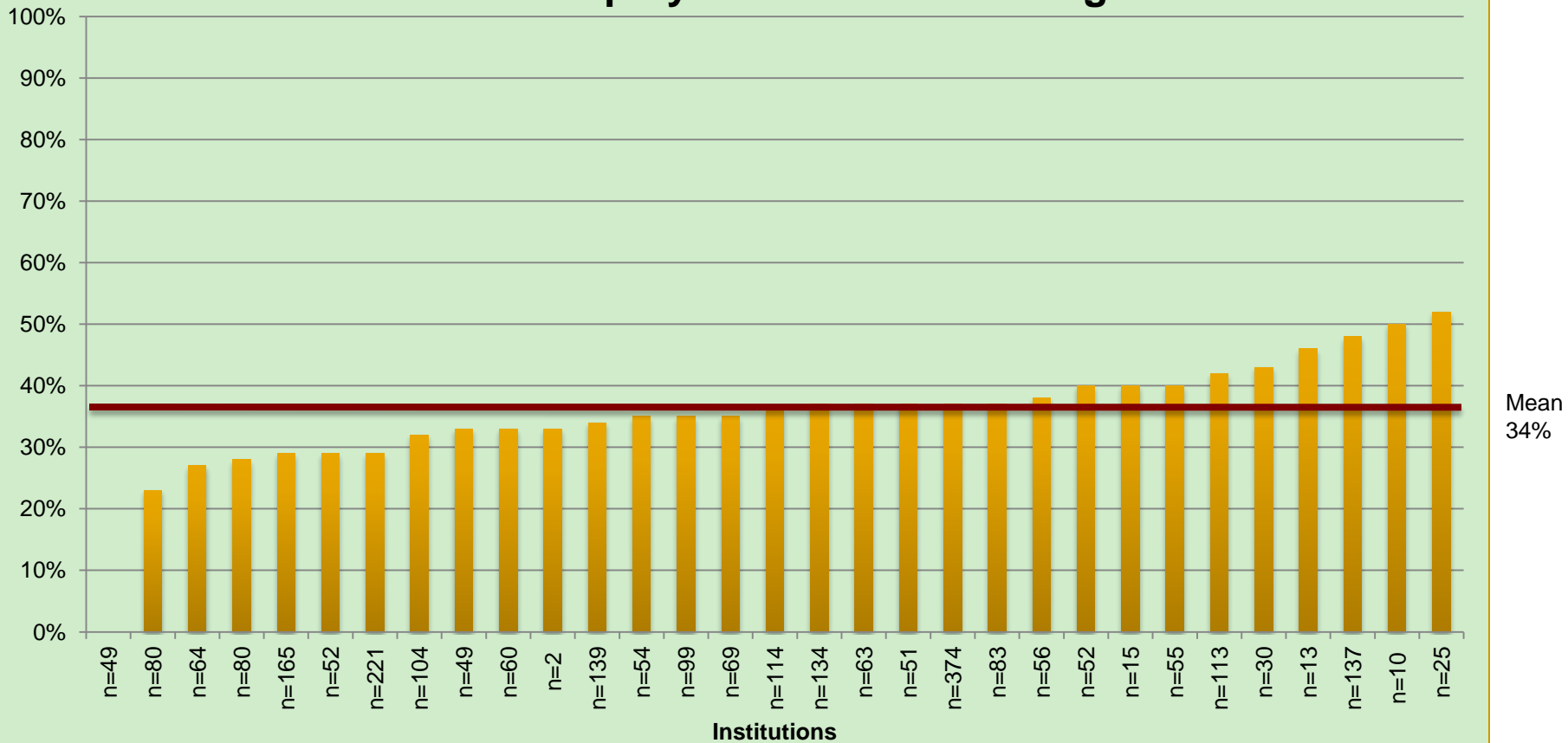
Critical Teacher Shortage Areas

Percentage 2007-10 DACP Completers Employed in 2010-11 who were Employed in Critical Shortage Areas
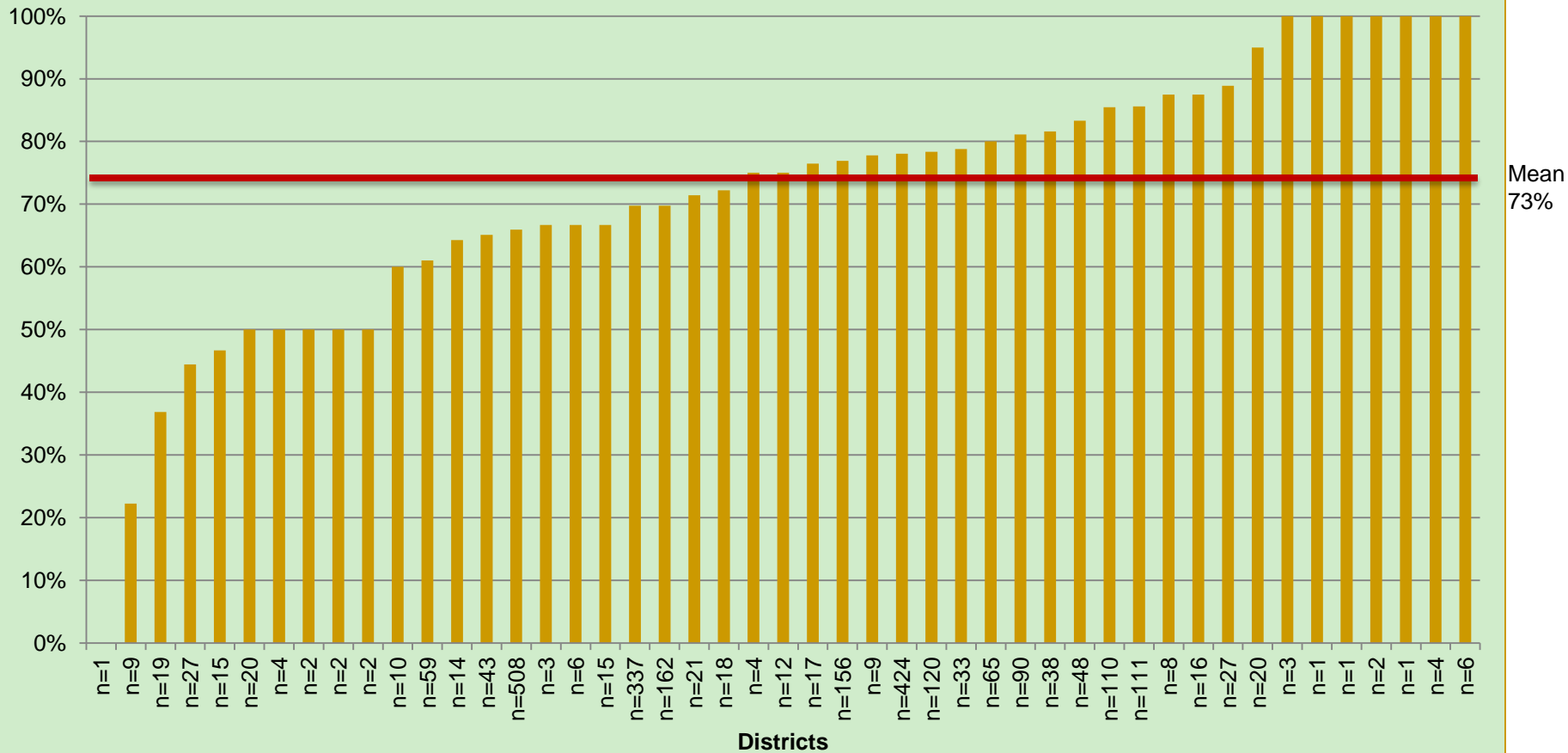
Questions and Reflections Related to Critical Teacher Shortage Area Data

Completer Satisfaction Data

- 1004.04(5)(b), Florida Statutes, states that program evaluation should include program graduates' satisfaction with instruction and shall be collected through survey instruments.

- The annual reports resulting from the New Teacher Survey are available at http://www.fldoe.org/profdev/ar.asp

Completer Satisfaction Data

Mean ratings on completers' perceptions of the effectiveness of their preparation on the Florida Educator Accomplished Practices (FEAPs)

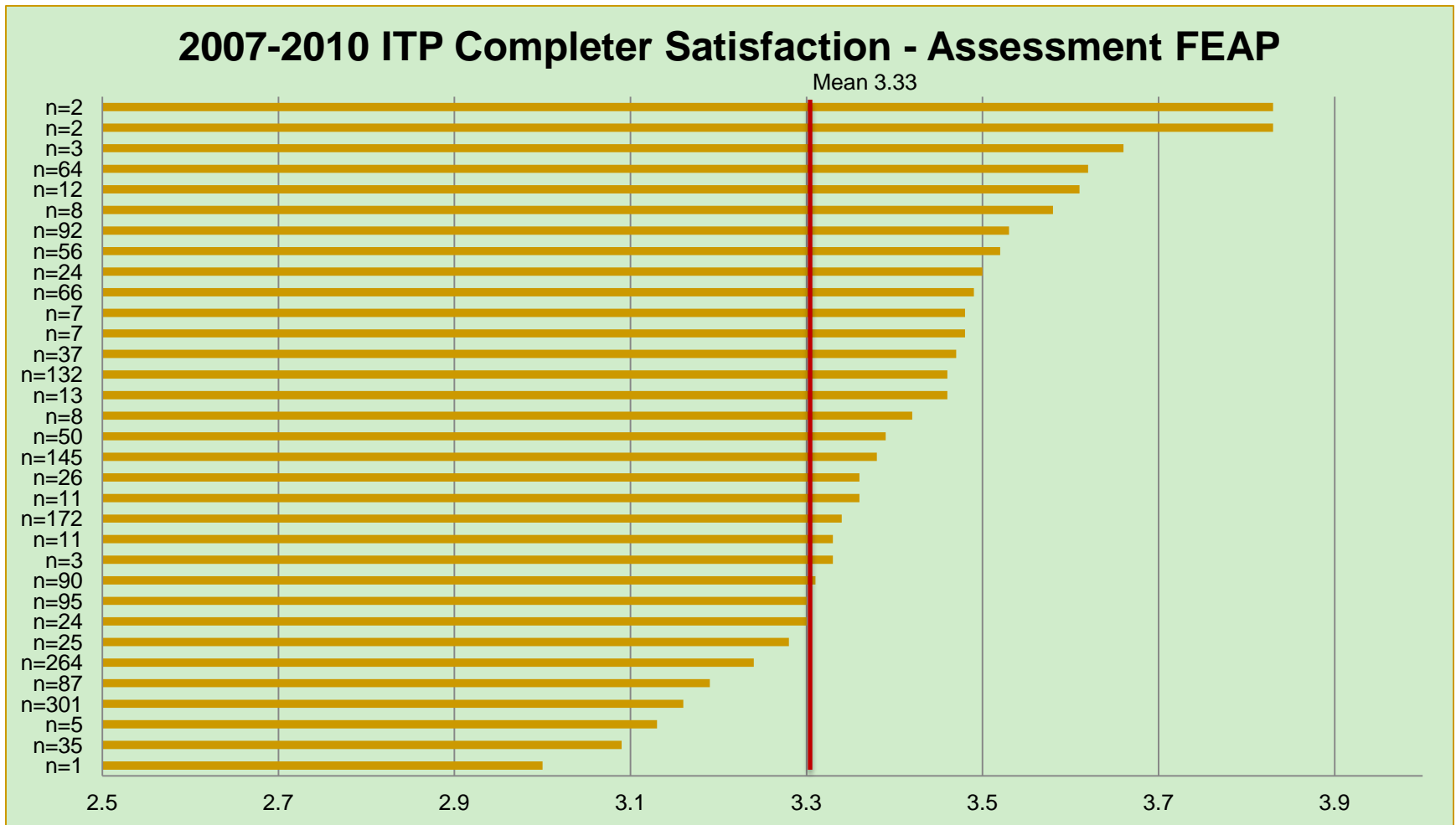|	ITP			EPI			DACP		
	Mean	sd	n	Mean	sd	n	Mean	sd	n
FEAP 1 (Assessment)	3.30	0.61	420	3.07	0.67	143	3.34	0.57	281
FEAP 2 (Communication)	3.39	0.54	420	3.30	0.54	142	3.40	0.52	282
FEAP 3 (Continuous Improvement)	3.41	0.52	419	3.17	0.60	142	3.35	0.57	281
FEAP 4 (Critical Thinking)	3.35	0.54	421	3.19	0.62	143	3.37	0.56	284
FEAP 5 (Diversity)	3.48	0.51	419	3.40	0.52	141	3.48	0.53	283
FEAP 6 (Ethics)	3.58	0.49	418	3.50	0.52	142	3.59	0.52	278
FEAP 7 (Human Development & Learning)	3.41	0.53	419	3.24	0.59	142	3.41	0.57	279
FEAP 8 (Knowledge of Subject Matter)	3.31	0.58	415	3.09	0.65	141	3.23	0.60	278
FEAP 9 (Learning Environment)	3.39	0.52	414	3.31	0.53	142	3.44	0.53	283
FEAP 10 (Planning)	3.39	0.55	413	3.25	0.58	143	3.33	0.58	279
FEAP 11 (Role of the Teacher)	3.38	0.56	419	3.25	0.62	141	3.37	0.58	283
FEAP 12 (Technology)	3.30	0.62	418	3.14	0.63	143	3.29	0.62	281

Rating scale: 1=ineffective, 2=not very effective, 3=effective, 4=highly effective
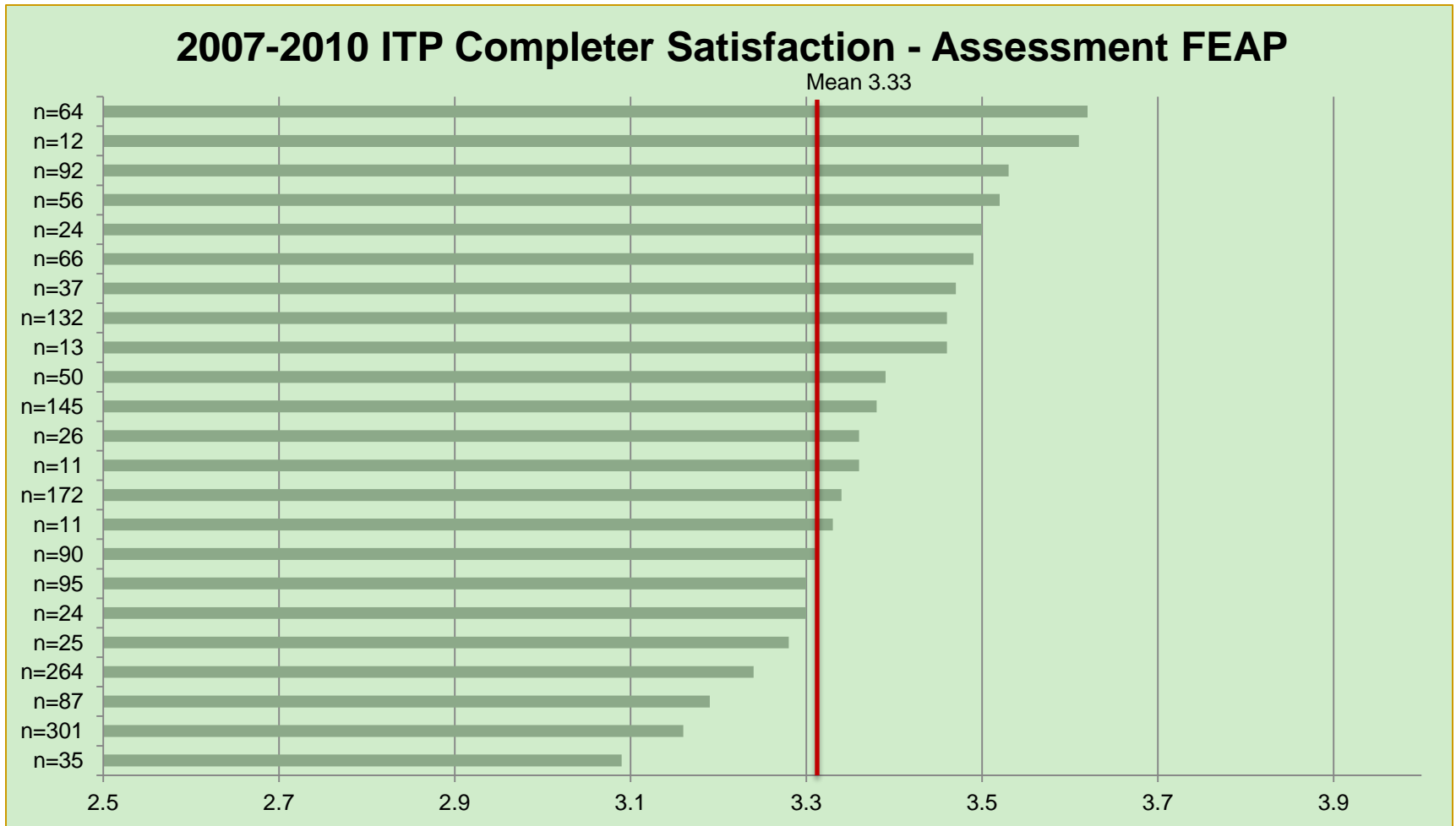
Completer Satisfaction Data

2007-2010 ITP Completer Satisfaction - Assessment FEAP

Rating scale: 1=ineffective, 2=not very effective, 3=effective, 4=highly effective

Completer Satisfaction Data

2007-2010 ITP Completer Satisfaction - Assessment FEAP

Mean 3.33

Rating scale: 1=ineffective, 2=not very effective, 3=effective, 4=highly effective

Employer Satisfaction Data

- 1004.04(5)(e), Florida Statutes, states employer satisfaction shall be determined by an annually administed survey instrument approved by the Department of Education that, at a minimum, must include employer satisfaction of the graduates' ability to do the following:
  - Write and speak in a logical and understandable style with appropriate grammar
  - Recognize signs of students' difficulty with the reading and computational process and apply appropriate measures to improve students' reading and computational performance
  - Use and integrate appropriate technology in teaching and learning processes
  - Demonstrate knowledge and understanding of Sunshine State Standards
  - Maintain an orderly and disciplined classroom conducive to student learning
- The annual reports resulting from the New Teacher Survey are available at http://www.fldoe.org/profdev/ar.asp
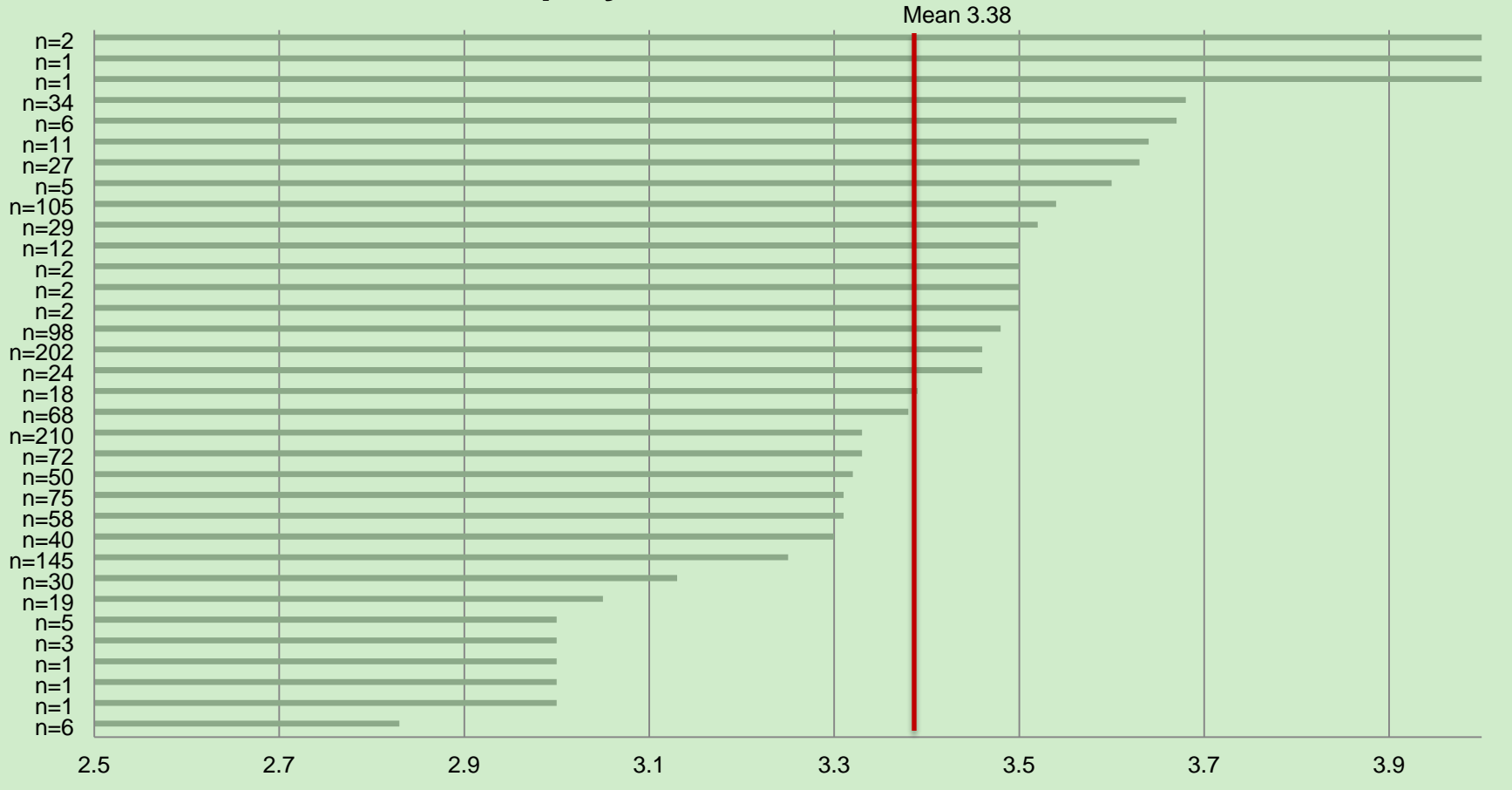
Employer Satisfaction Data

Ratings of principals on completers' effectiveness on the Florida Educator Accomplished Practices (FEAPs)

	ITP		EPI		DACP	
	% highly effective or effective	n	% highly effective or effective	n	% highly effective or effective	n
FEAP 1 (Assessment)	89.5	714	84.5	206	92.2	230
FEAP 2 (Communication)	90.7	715	88.4	207	90.9	230
FEAP 3 (Continuous Improvement)	91.3	714	86.4	206	89.5	229
FEAP 4 (Critical Thinking)	86.7	714	86.6	208	88.6	228
FEAP 5 (Diversity)	94.3	716	90.8	208	95.6	229
FEAP 6 (Ethics)	96.6	716	96.2	206	95.6	229
FEAP 7 (Human Development & Learning)	91.1	716	88.9	207	89.7	224
FEAP 8 (Knowledge of Subject Matter)	94.7	712	93.1	204	96	225
FEAP 9 (Learning Environment)	90.3	712	87	208	91.1	225
FEAP 10 (Planning)	92.2	712	88.9	207	92	224
FEAP 11 (Role of the Teacher)	93.3	712	89	208	93.3	224
FEAP 12 (Technology)	93.3	713	91.3	208	89.8	224

Employer Satisfaction Data

2007-2010 ITP Employer Satisfaction - Assessment FEAP

Mean 3.38

Rating scale: 1=ineffective, 2=not very effective, 3=effective, 4=highly effective
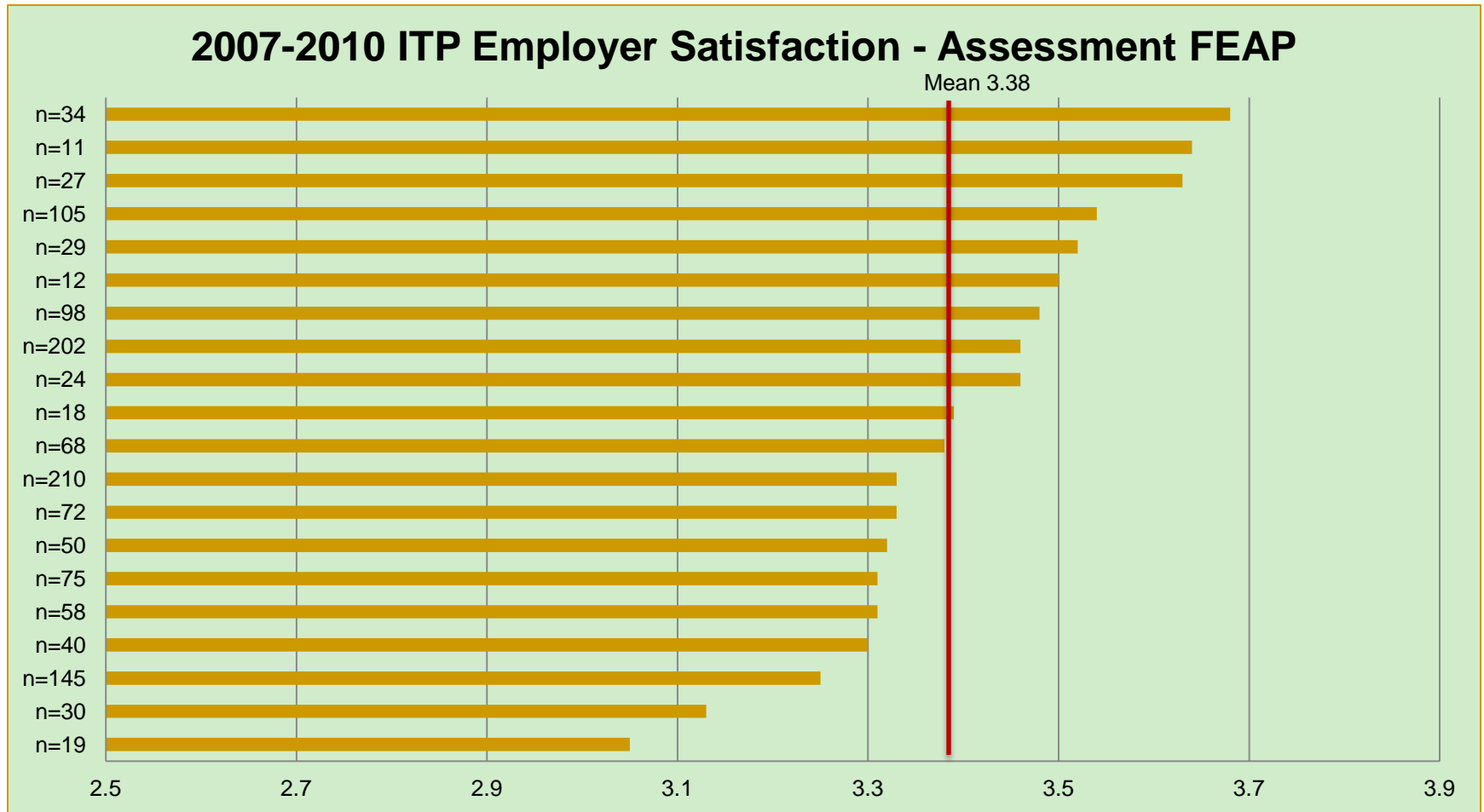
Employer Satisfaction Data

2007-2010 ITP Employer Satisfaction - Assessment FEAP

Mean 3.38

Rating scale: 1=ineffective, 2=not very effective, 3=effective, 4=highly effective

Employer Satisfaction Data

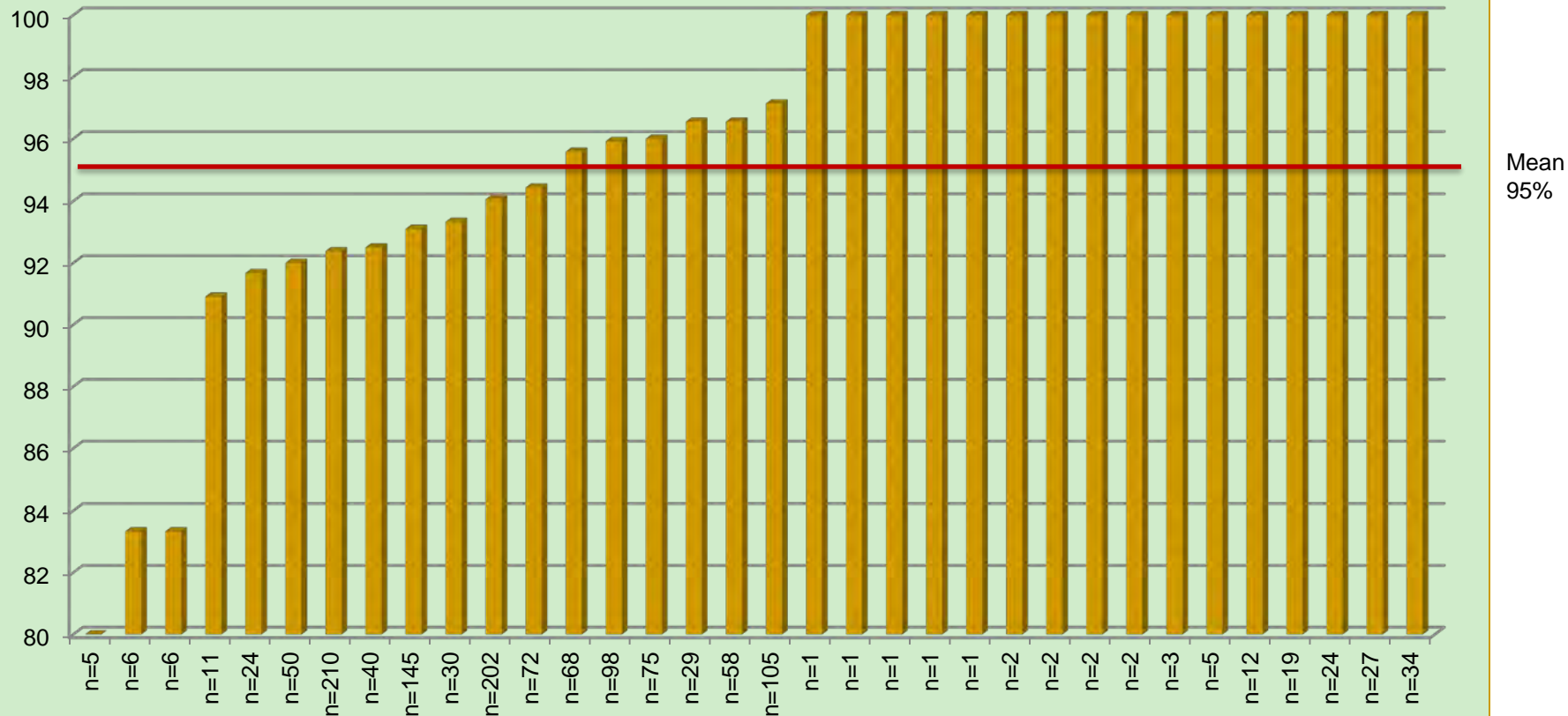Percent of Completers Who Meet Principal's Criteria for Rehiring

	ITP		EPI		DACP	
2007-2008 Completers	94.9%	N=284	95.5%	N=67	96.5%	N=141
2008-2009 Completers	93.4%	N=338	93.8%	N=120	96.6%	N=199
2009-2010 Completers	94.9%	N=685	91.0%	N=201	96.3%	N=218

Employer Satisfaction Data

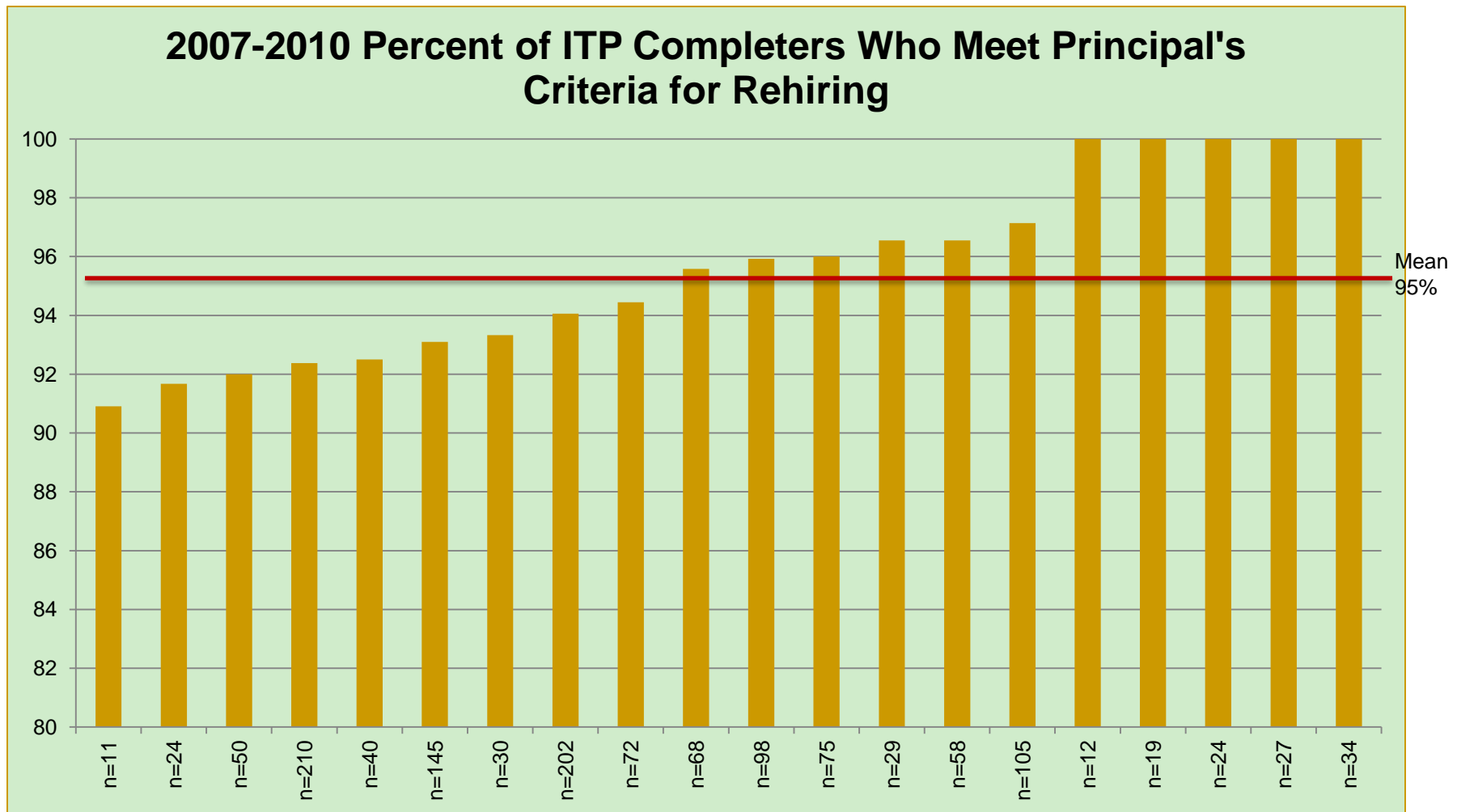**2007-2010 Percent of ITP Completers Who Meet Principal's Criteria for Rehiring**

Mean 95%

Employer Satisfaction Data

2007-2010 Percent of ITP Completers Who Meet Principal's Criteria for Rehiring

Employer Satisfaction Data

2008-2010 Percent of EPI Completers Who Meet Principal's Criteria for Rehiring

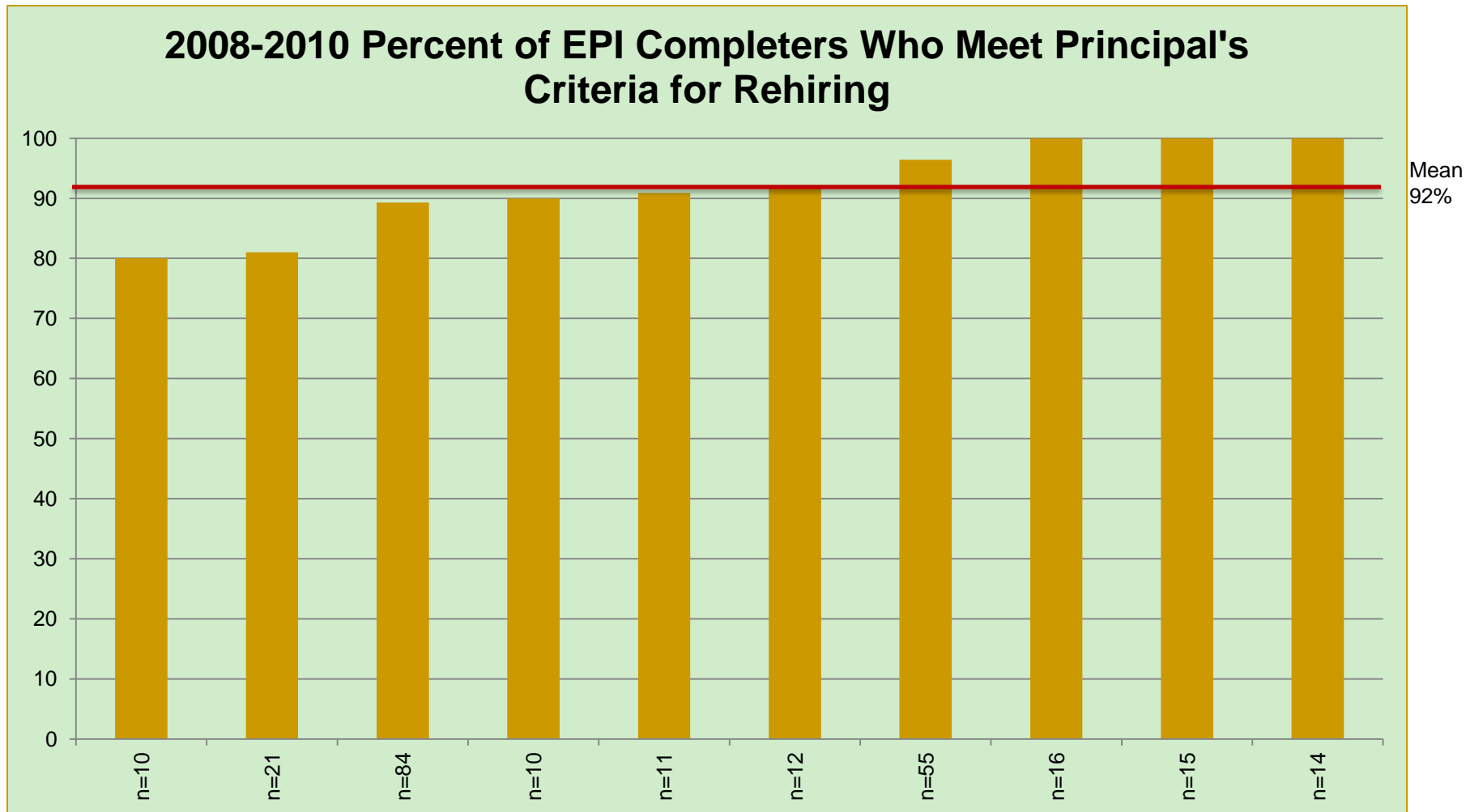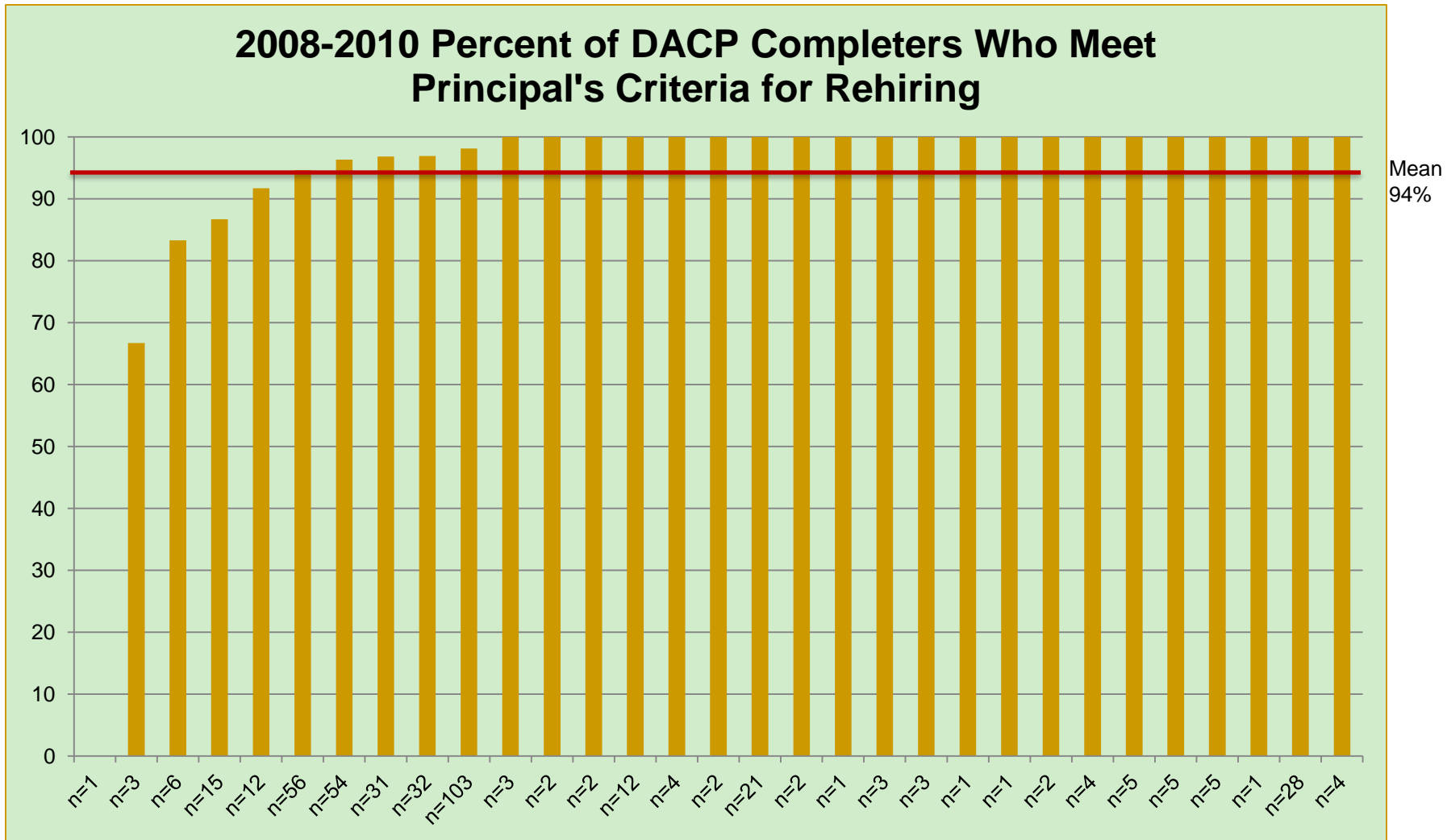# Employer Satisfaction Data

2008-2010 Percent of EPI Completers Who Meet Principal's Criteria for Rehiring

Employer Satisfaction Data

2008-2010 Percent of DACP Completers Who Meet Principal's Criteria for Rehiring

Employer Satisfaction Data

2008-2010 Percent of DACP Completers Who Meet Principal's Criteria for Rehiring
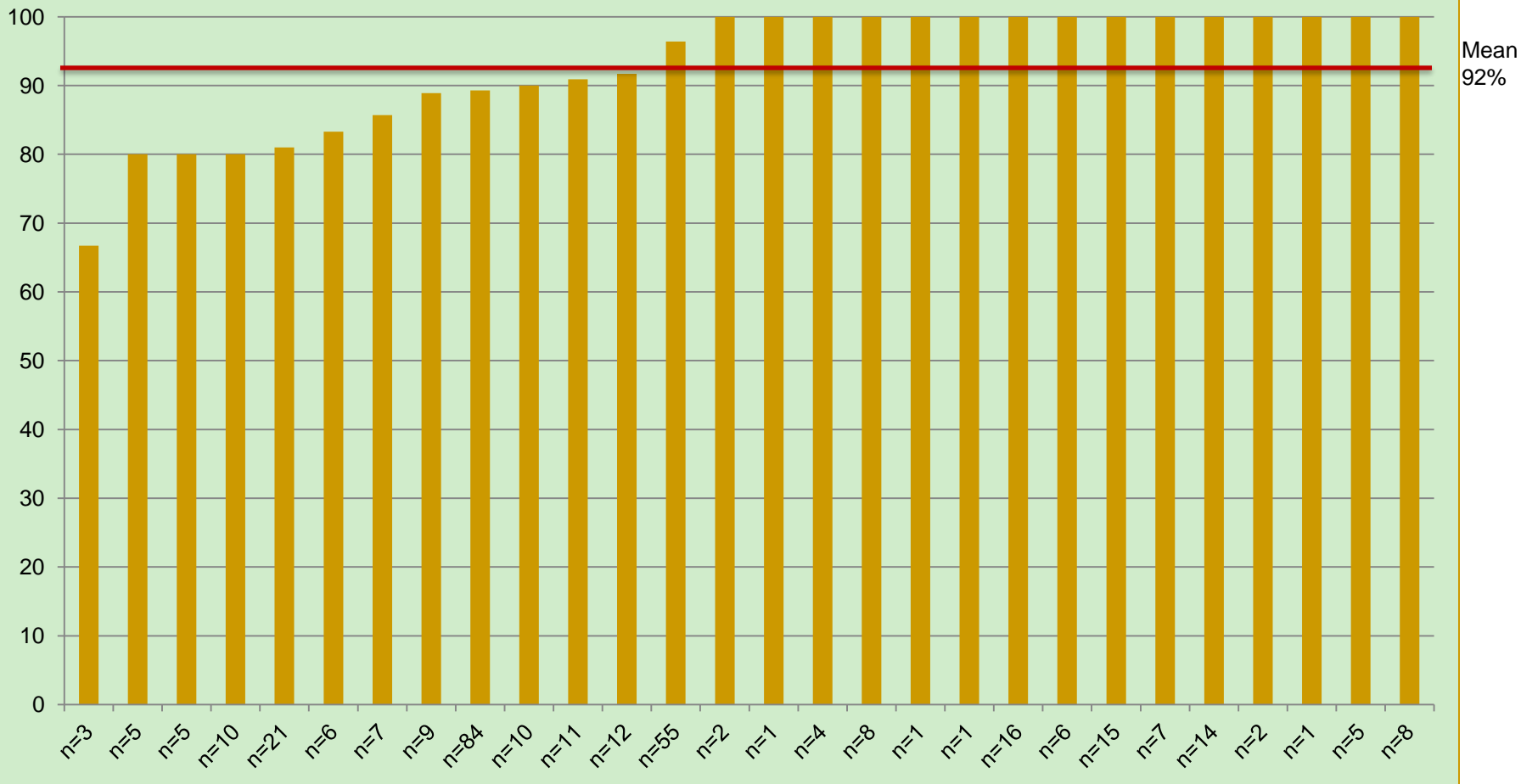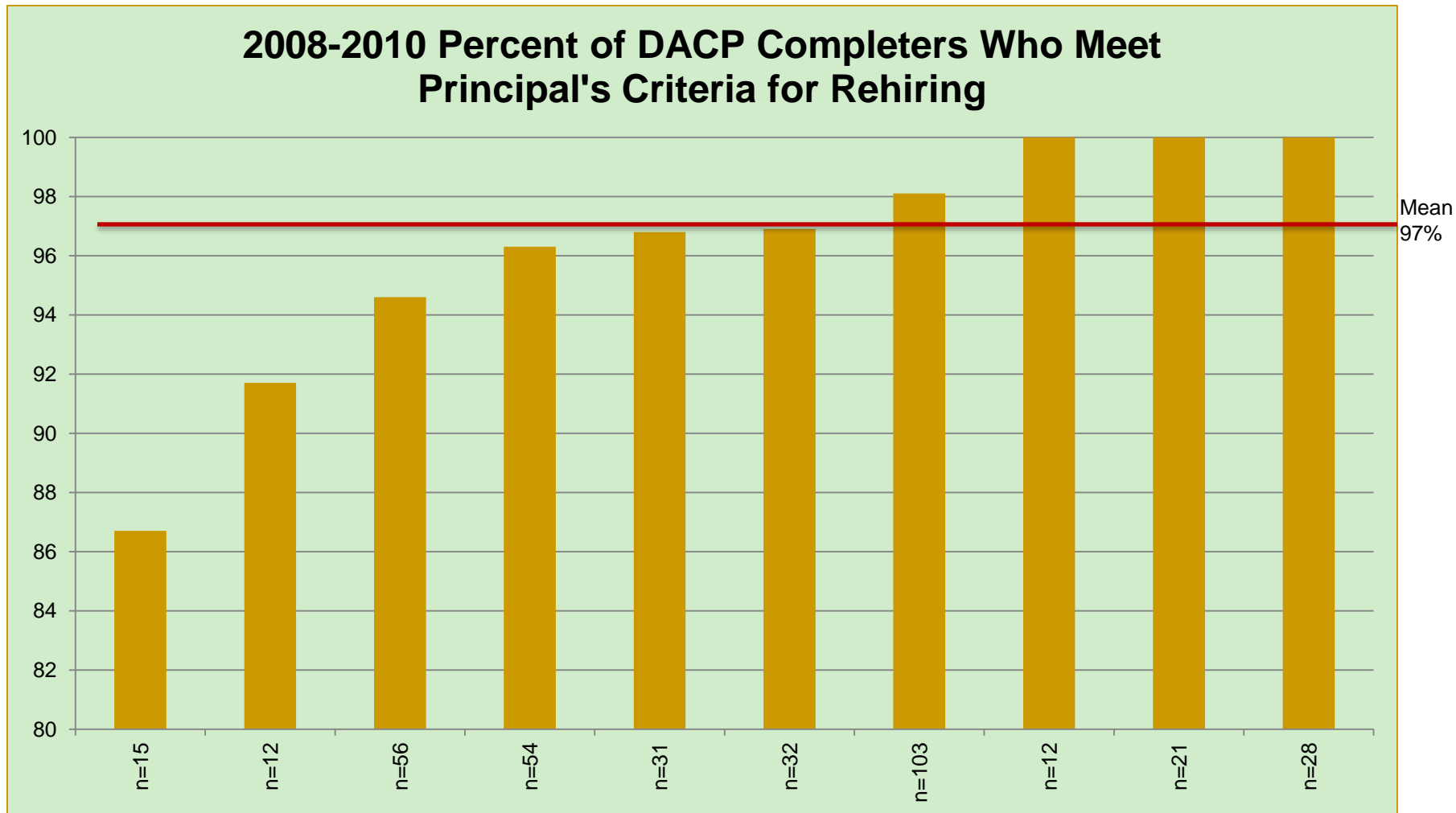
Questions and Reflections Related to Completer and Employer Satisfaction Data