

5. Alternative Certification in Florida: Preparing New Teachers

Section 231.17(b) of the Florida Statutes authorizes every school district to develop its own AC program to allow individuals to obtain the professional preparation for certification without earning college degrees.

Findings: The principal's FEAPs ratings were strong predictors of Principals' evaluation of reappointment.

Website:

<http://www.teach-now.org/McDaniel.pdf>



6. Efficacy of Alternative Teacher Certification Programs: A Study of the Florida Model

Findings: The UWF alternative certification program seems to be providing teachers in Florida with the pedagogical knowledge needed in the 12 areas of Florida Educator Accomplished Practices. In addition, participants in the AC program acknowledged the importance of mentors and in-service support functions. On the other hand, the traditional teachers noted that their internship experience enhanced their sense of teaching proficiency across the 12 practice areas. Future research should include comparative studies on different types of alternative programs and the efficacy of certification programs in other states.

Website:

http://findarticles.com/p/articles/mi_qa3673/is_2_127/ai_n29321105/?tag=content;co11



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Certification Issues

**EDF 7917 Instructional Policies and
the Teaching Profession**

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Submitted to: Professor Lourdes Diaz Soto


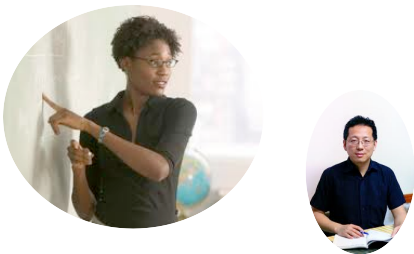
What the research says...

1. The Secretary's Seventh Annual Report on Teacher Quality: U.S. Department of Education

Summary: States reported data through a web-based reporting system. The reporting system contained eight sections that generally aligned with the state reporting requirements in Section 207 of HEA Title II. Data collection were in narrative form, such as descriptions of state teacher licensure and certification requirements, standards for teachers, alternative routes to certification, criteria for determining low-performing teacher preparation programs and lists of any teacher preparation programs that the state identified as low-performing or at-risk of being identified as low-performing.

Website:

<http://www2.ed.gov/about/reports/annual/teachprep/t2r7.pdf>



“State policies continue to make a difference...”

2. Once Again SREB States Lead the Nation in National Board for Professional Teaching Standards Certification

Summary: State policies continue to make a difference in encouraging teachers to seek NBPTS certification. It also shows a breakdown in the number of teachers per State with NBPTS certification since 2001. North Carolina and Florida with 3,660 and 2,256 teachers respectively were the top two states with the highest numbers of NBPTS teachers.

Website:

http://publications.sreb.org/2002/02E01_Teaching_Standards_Certif.pdf

3. Eight Questions on Teacher Preparation: What Does the Research Say? A Summary of the Findings

Findings: Education researchers, policymakers, practitioners and funders all can play an important role in making the research on teacher preparation and education research, in general, more robust and significant. The goal should be nothing less than to make research as indispensable a feature of the decision-making process in education as it is in medicine and other evidence-based fields.

Website:

<http://www.ecs.org/ecsmain.asp?page=/html/educationIssues/teachingquality/tpreport/index.asp>



4. National Board Certified Teachers and Their Students' Achievement

Overview: In this study we compare the academic performance of students in the elementary classrooms of 35 NBPTS teachers and their non-certified peers, in 14 Arizona school districts. Board Certified teachers and their principals provide additional information about these teachers and their schools. Four years of results from the Stanford Achievement Tests in reading, mathematics and language arts, in grades three through six, were analyzed. Teachers identified through the assessments of the NBPTS are, on average, more effective teachers in terms of academic achievement, one of the many outcomes of education for which teachers are responsible. This study fails to address whether other, cheaper, or better alternatives to the NBPTS exist, as some critics suggest. On the other hand, the results of this study provide support for the policies in many states that honor and provide extra remuneration for NBPTS Teachers.

Website: <http://epaa.asu.edu/epaa/v12n46/>