

Survey of 2023-2024 Initial Certification Program Completers

A total of 595 2023-2024 program completers were surveyed, and we received 46 responses, for an 8% response rate. Of those, 35 completers finished the questionnaire, and 11 completed a portion. Thus, the number of completers included in the analysis varies across items.

Completer Responses by Program

Program	# (~%) of Responses
Elementary Ed	4 (9%)
ESE/Elementary	8 (17%)
Teacher Ready	30 (65%)
Community Ed	1 (2%)
Other (PE, Art)	3 (7%)

Employment Information

Employment Status	Count (N)	Percent
I am currently a classroom teacher.	36	84%
I am working in a field other than teaching and am not seeking a teaching job.	2	5%
Other (baby, substitute, unspecified educational-related duties)	5	12%

Level of Teaching

Grade Level	N	Notes
Elementary	17	Two teach both elementary and middle (counted in both)
Middle	11	Two teach both middle and high school (counted in both); two teach both middle and elementary
High School	11	Two teach both middle and high school (counted in both)
Unknown	9	Did not report the level that they are currently teaching

Location of Teaching

State	Count
Florida	7
Illinois	6
Georgia	4
Oregon	2
Missouri	1
New Jersey	1
Montana	1
California	1
Michigan	1
Minnesota	1
Alabama	1
South Carolina	1
Wyoming	1

Country	Count
Thailand	2
South Korea	1
Honduras	1
Japan	1
China	1
Taiwan	1
Unknown	11

Overall Satisfaction (10-point scale) (N = 35)

Item	Mean Satisfaction	Std Dev Satisfaction
Overall satisfaction with your program of study	8.68	1.59
Overall effectiveness as an educator	8.56	1.78
Overall program preparation for the realities of the classroom	7.65	2.24
Likelihood of recommending UWF to someone looking for a degree in education	8.71	2.29

Impact on Students' Learning (Negative impact, no impact, Positive impact, Unsure, currently not teaching) (N = 34)

Question	Response (raw)	Aggregated
How would you rate your impact on students' learning?	Positive impact	91.18%
	Unsure	2.94%
	Currently not teaching	5.88%

FEAP Analysis

Aggregate Data by FEAP using a 5-point scale ranging from 1 = Extremely dissatisfied to 5 = Extremely satisfied (N = 35)

FEAP	Mean	SD	~% Positive	~% Neutral	~% Negative
Instructional Design and Lesson Planning	4.39	0.91	89.42%	5.77%	4.81%
Learning Environment	4.22	0.90	82.38%	14.76%	2.86%
Instructional Delivery and Facilitation	4.39	0.80	92.00%	4.57%	3.43%
Assessment	4.20	0.90	77.14%	19.29%	3.57%
Continuous Improvement, Responsibility and Ethics	4.24	0.95	81.90%	14.29%	3.81%

Summary of Data by FEAP

Overall, completers rated all FEAPs positively, with mean scores ranging from 4.20 to 4.39 and positive responses across the board. Instructional Design and Lesson Planning, and Instructional Delivery and Facilitation emerged as the highest-rated FEAPs (both M = 4.39), each receiving roughly 90% or more positive feedback. Instructional Design and Lesson Planning received the highest number of negative ratings at 4.81%. Assessment received the lowest mean score (M = 4.20) and the highest proportion of neutral responses (19.29%), but one of the lowest number of negative responses.

Mean Score by FEAP and Program

FEAP	Elementary	ESE/Elem	EPI	Other
	N = 4	N = 3	N = 26	N = 2
Instructional Design and Lesson Planning	3.42	4.00	4.58	4.50
Learning Environment	3.21	4.06	4.38	4.42
Instructional Delivery and Facilitation	3.50	4.13	4.56	4.30
Assessment	2.94	4.00	4.40	4.38
Continuous Improvement, Responsibility and Ethics	2.83	4.00	4.47	4.33

Item Level Statistics (N = 35)

Item by FEAP	Mean	SD	% Positive	% Neutral	% Negative
Instructional Design and Lesson Planning					
Incorporating differentiated instruction (e.g., student grouping, activities) while maintaining academic rigor.	4.44	0.66	91.18%	8.82%	0
Sequencing lessons to build on prior knowledge.	4.37	1.09	88.57%	2.86%	8.57%
Selecting appropriate formative assessments to monitor students' learning.	4.37	0.94	88.57%	5.71%	5.71%
Learning Environment					
Organizing various resources (i.e., time, space, and attention).	4.34	0.87	88.57%	8.57%	2.86%
Managing behaviors through a well-planned management system.	3.94	0.97	80.00%	14.29%	5.71%
Establishing clear guidelines for classroom procedures.	4.57	0.82	94.29%	2.86%	2.86%
Applying consequences consistently to all students.	4.00	1.06	74.29%	20.00%	5.71%
Integrating current technologies.	4.34	0.73	85.71%	14.29%	0
Utilizing assistive technologies that enable students to achieve their educational goals.	4.11	0.83	71.43%	28.57%	0
Instructional Delivery and Facilitation					
Delivering engaging lessons.	4.46	0.92	91.43%	2.86%	5.71%
Identifying gaps in students' subject matter knowledge.	4.17	0.86	85.71%	11.43%	2.86%
Integrating subject matter across disciplines to relate it to life experiences.	4.31	0.87	94.29%	0	5.71%
Employing higher-order questioning techniques.	4.51	0.61	94.29%	5.71%	0
Providing timely, actionable feedback to promote student achievement.	4.49	0.70	94.29%	2.86%	2.86%
Assessment					
Using data from multiple assessments to inform instruction.	4.43	0.82	85.71%	11.43%	2.86%
Aligning assessments to learning objectives that lead to mastery.	4.51	0.66	91.43%	8.57%	0
Sharing assessment data with students' families.	3.83	1.04	62.86%	28.57%	8.57%
Applying technology to organize assessment information.	4.03	0.90	68.57%	28.57%	2.86%
Continuous Improvement, Responsibility and Ethics					
Designing purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	4.17	0.92	80.00%	17.14%	2.86%
Collaborating with students' communities (home, school, etc.) to foster continuous improvement.	3.94	1.08	68.57%	25.71%	5.71%
Reflecting on practices to target engagement in professional growth opportunities.	4.11	0.96	80.00%	14.29%	5.71%
Implementing what was learned from professional development.	4.20	0.96	77.14%	20.00%	2.86%
Fulfilling the expected obligations of the education profession.	4.26	0.98	91.43%	2.86%	5.71%
Adhering to the guidelines for Principles of Professional Conduct of the Education Profession.	4.74	0.56	94.29%	5.71%	0

Summary of Item Level Statistics

Across all FEAPs, the strongest indicators point to completers' effectiveness in core instructional practices, lesson delivery, and professional ethics. Items related to differentiated instruction, engaging lesson delivery, higher-order questioning, and providing timely feedback all received exceptionally high positive ratings (often above 90%), suggesting that completers feel satisfied with their preparation in

designing instruction and delivering engaging lessons. Similarly, ethical responsibilities—particularly adhering to professional conduct guidelines (94.29% positive)—emerged as a clear strength. Within the Learning Environment domain, establishing clear procedures (94.29% positive), integrating current technologies, and organizing various resources also stood out as areas of satisfaction in our completers' program preparation. Assessment practices showed notable strengths as well, especially in aligning assessments with learning objectives (91.43% positive) and in using multiple data sources to inform instruction (mean 4.43).

At the same time, several items reveal areas where completers feel less satisfied with their preparation. In the Learning Environment FEAP, managing behaviors (80% positive) and applying consequences consistently (74.29% positive with 20% neutral) indicate potential challenges in maintaining equitable and predictable classroom management systems. Technology-related assessment practices—such as applying technology to organize assessment information (68.57% positive) and using assistive technologies to support student goals (71.43% positive)—also show comparatively lower satisfaction, with high neutral responses. Communication with families about assessment data is the weakest item overall (62.86% positive, 28.57% neutral, 8.57% negative), indicating a need for more emphasis within our program on family engagement. Within Continuous Improvement, collaborating with students' communities (68.57% positive) and implementing professional development (77.14% positive) are also areas where completers may benefit from additional guidance or opportunities to gain more experience.

Items with Lowest Mean Scores (< 4.00)
Managing behaviors through a well-planned management system.
Sharing assessment data with students' families.
Collaborating with students' communities (home, school, etc.) to foster continuous improvement.

Items with Highest Mean Scores (> 4.50)
Establishing clear guidelines for classroom procedures.
Employing higher-order questioning techniques.
Aligning assessments to learning objectives that lead to mastery.

Summary of Open-Ended Items

Emerging Themes Related to Program of Study (majority of comments were from the Teacher Ready program completers):

- **Instructor Support** – Completers consistently describe the program staff as accessible and encouraging, emphasizing that feedback helped them grow as new teachers.
- **Program Structure** – Many felt the program was well-structured and easy to follow, contributing to a sense of stability during their transition into teaching.
- **Real-world Teaching, Practical Preparation** – Completers appreciated that the program aligned closely with day-to-day teaching responsibilities, making their learning feel meaningful and immediately useful.
- **Career Transition Support & Program Flexibility** – Many Teacher Ready completers felt the program provided a manageable and effective pathway into the profession; They appreciated the self-paced elements. However, some reported having difficulty balancing program tasks with classroom responsibilities.

- **Variability in Mentorship and Placement Quality** – The quality of the mentorship they received from their supervising teachers varied, influencing completers' overall satisfaction and confidence.

One ESE/ELEM program completer commented on the negative experiences they had during student teaching (starting with the placement and continuing with the unrealistic amount of work expected in writing lesson plans that do not reflect the reality of real-world teaching). One Elementary Ed. program completer indicated that they would not continue in the profession due to the lack of support to help manage the workload placed on teachers. That particular completer suggested that 4th/5th/6th grades are extremely difficult for new teachers and that should be considered when assigning clinical placements.

Follow-up Interview

Fourteen completers indicated they are willing to participate in a follow-up interview to provide additional information. Contact the Office of Assessment and Accreditation to obtain the contact information of those individuals.

Program-specific results may be found on the subsequent pages of this document.

Elementary Education

A total of 27 program completers were surveyed, and we received 5 responses, for a 19% response rate. Four of those were included in the analysis, as one did not complete items beyond the program of study.

Employment Information (N = 4)

Employment Status	Count (N)
I am currently a classroom teacher.	2
I am working in a field other than teaching and am not seeking a teaching job.	1
Other	1

Item Statistics (N = 4)

Satisfaction with Program Preparation (Five-point scale ranging from Extremely dissatisfied = 1, somewhat dissatisfied = 2, neither satisfied nor dissatisfied = 3, somewhat satisfied = 4, and extremely satisfied = 5)

Item by FEAP	Mean	Std Dev
Instructional Design and Lesson Planning	3.42	1.56
ID&LP1 Incorporating differentiated instruction (e.g., student grouping, activities) while maintaining academic rigor.	4.00	0.82
ID&LP2 Sequencing lessons to build on prior knowledge.	3.25	2.06
ID&LP3 Selecting appropriate formative assessments to monitor students' learning.	3.00	1.83
Learning Environment	3.21	1.44
LE1 Organizing various resources (i.e., time, space, and attention).	3.25	1.71
LE2 Managing behaviors through a well-planned management system.	2.50	1.73
LE3 Establishing clear guidelines for classroom procedures.	3.25	1.71
LE4 Applying consequences consistently to all students.	2.75	2.06
LE5 Integrating current technologies.	4.00	0.82
LE6 Utilizing assistive technologies that enable students to achieve their educational goals.	3.50	0.58
Instructional Delivery and Facilitation	3.50	1.37
ID&F1 Delivering engaging lessons.	3.50	1.9
ID&F2 Identifying gaps in students' subject matter knowledge.	3.00	1.41
ID&F3 Integrating subject matter across disciplines to relate it to life experiences.	3.00	1.83
ID&F4 Employing higher-order questioning techniques.	4.25	0.96
ID&F5 Providing timely, actionable feedback to promote student achievement.	3.75	1.26
Assessment	2.94	1.06
A1 Using data from multiple assessments to inform instruction.	3.25	1.26
A2 Aligning assessments to learning objectives that lead to mastery.	3.50	1.00
A3 Sharing assessment data with students' families.	2.00	0.82
A4 Applying technology to organize assessment information.	3.00	0.82
Continuous Improvement, Responsibility and Ethics	2.83	1.43
CIR&E1 Designing purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	2.50	1.00
CIR&E2 Collaborating with students' communities (home, school, etc.) to foster continuous improvement.	2.50	1.92
CIR&E3 Reflecting on practices to target engagement in professional growth opportunities.	2.50	1.29
CIR&E4 Implementing what was learned from professional development.	2.50	1.00
CIR&E5 Fulfilling the expected obligations of the education profession.	2.50	1.92
CIR&E6 Adhering to the guidelines for Principles of Professional Conduct of the Education Profession.	4.50	0.58

ESE/Elementary Ed.

A total of 44 program completers were surveyed, and we received eight responses, for an 18% response rate. Four of those were included in the analysis, as four of them did not complete items beyond the program of study or employment information.

Employment Information (N = 7)

Employment Status	Count (N)
I am currently a classroom teacher.	5
I am working in a field other than teaching and am not seeking a teaching job.	0
Other	2

Item Statistics (N = 3)

Satisfaction with Program Preparation (Five-point scale ranging from Extremely dissatisfied = 1, somewhat dissatisfied = 2, neither satisfied nor dissatisfied = 3, somewhat satisfied = 4, and extremely satisfied = 5)

Item by FEAP	Mean	Std Dev
Instructional Design and Lesson Planning	4.00	0.87
ID&LP1 Incorporating differentiated instruction (e.g., student grouping, activities) while maintaining academic rigor.	4.00	1.00
ID&LP2 Sequencing lessons to build on prior knowledge.	4.00	1.00
ID&LP3 Selecting appropriate formative assessments to monitor students' learning.	4.00	1.00
Learning Environment	4.10	0.87
LE1 Organizing various resources (i.e., time, space, and attention).	4.00	1.00
LE2 Managing behaviors through a well-planned management system.	4.00	1.00
LE3 Establishing clear guidelines for classroom procedures.	4.67	0.58
LE4 Applying consequences consistently to all students.	3.67	1.16
LE5 Integrating current technologies.	4.33	0.58
LE6 Utilizing assistive technologies that enable students to achieve their educational goals.	3.67	1.16
Instructional Delivery and Facilitation	4.13	0.35
ID&F1 Delivering engaging lessons.	4.33	0.58
ID&F2 Identifying gaps in students' subject matter knowledge.	4.00	0.00
ID&F3 Integrating subject matter across disciplines to relate it to life experiences.	4.00	0.00
ID&F4 Employing higher-order questioning techniques.	4.00	0.00
ID&F5 Providing timely, actionable feedback to promote student achievement.	4.33	0.58
Assessment	4.00	0.74
A1 Using data from multiple assessments to inform instruction.	4.33	0.578
A2 Aligning assessments to learning objectives that lead to mastery.	4.00	0.00
A3 Sharing assessment data with students' families.	4.00	1.00
A4 Applying technology to organize assessment information.	3.67	1.16
Continuous Improvement, Responsibility and Ethics	4.00	0.84
CIR&E1 Designing purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	4.00	1.00
CIR&E2 Collaborating with students' communities (home, school, etc.) to foster continuous improvement.	3.67	1.16
CIR&E3 Reflecting on practices to target engagement in professional growth opportunities.	4.00	1.00
CIR&E4 Implementing what was learned from professional development.	4.00	1.00
CIR&E5 Fulfilling the expected obligations of the education profession.	4.00	0.00
CIR&E6 Adhering to the guidelines for Principles of Professional Conduct of the Education Profession.	4.33	1.16

Teacher Ready (EPI)

A total of 501 program completers were surveyed, and we received 26 completed questionnaires, for a 5% response rate. Of the completers, 30 started the questionnaire, but only 26 completed it in its entirety.

Employment Information (N = 30)

Employment Status	Count (N)
I am currently a classroom teacher.	27
I am working in a field other than teaching and am not seeking a teaching job.	1
Other	2

Item Statistics (N = 26)

Satisfaction with Program Preparation (Five-point scale ranging from Extremely dissatisfied = 1, somewhat dissatisfied = 2, neither satisfied nor dissatisfied = 3, somewhat satisfied = 4, and extremely satisfied = 5)

Item by FEAP	Mean	Std Dev
Instructional Design and Lesson Planning	4.58	0.68
ID&LP1 Incorporating differentiated instruction (e.g., student grouping, activities) while maintaining academic rigor.	4.56	0.58
ID&LP2 Sequencing lessons to build on prior knowledge.	4.58	0.86
ID&LP3 Selecting appropriate formative assessments to monitor students' learning.	4.62	0.57
Learning Environment	4.38	0.69
LE1 Organizing various resources (i.e., time, space, and attention).	4.54	0.58
LE2 Managing behaviors through a well-planned management system.	4.15	0.61
LE3 Establishing clear guidelines for classroom procedures.	4.77	0.43
LE4 Applying consequences consistently to all students.	4.23	0.71
LE5 Integrating current technologies.	4.38	0.75
LE6 Utilizing assistive technologies that enable students to achieve their educational goals.	4.19	0.80
Instructional Delivery and Facilitation	4.56	0.73
ID&F1 Delivering engaging lessons.	4.62	0.70
ID&F2 Identifying gaps in students' subject matter knowledge.	4.38	0.64
ID&F3 Integrating subject matter across disciplines to relate it to life experiences.	4.54	0.51
ID&F4 Employing higher-order questioning techniques.	4.65	0.49
ID&F5 Providing timely, actionable feedback to promote student achievement.	4.62	0.57
Assessment	4.40	0.73
A1 Using data from multiple assessments to inform instruction.	4.62	0.64
A2 Aligning assessments to learning objectives that lead to mastery.	4.73	0.45
A3 Sharing assessment data with students' families.	4.08	0.80
A4 Applying technology to organize assessment information.	4.19	0.80
Continuous Improvement, Responsibility and Ethics	4.47	0.65
CIR&E1 Designing purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	4.42	0.64
CIR&E2 Collaborating with students' communities (home, school, etc.) to foster continuous improvement.	4.15	0.78
CIR&E3 Reflecting on practices to target engagement in professional growth opportunities.	4.38	0.64
CIR&E4 Implementing what was learned from professional development.	4.46	0.71
CIR&E5 Fulfilling the expected obligations of the education profession.	4.54	0.51
CIR&E6 Adhering to the guidelines for Principles of Professional Conduct of the Education Profession.	4.88	0.33

Other Programs (Art, Physical Education)

A total of 23 program completers were surveyed, and we received two responses, for a response rate of 9%. The programs included in this total number graduated from the physical education, art, music education programs, or completed the professional training option (education minor).

Both completers report that they are currently employed in teaching roles in the state of Florida. One teaches at an elementary school, and the other teaches at both an elementary and a middle school.

Item Statistics (N = 2)

Satisfaction with Program Preparation (Five-point scale ranging from Extremely dissatisfied = 1, somewhat dissatisfied = 2, neither satisfied nor dissatisfied = 3, somewhat satisfied = 4, and extremely satisfied = 5)

Item by FEAP	Mean	Std Dev
Instructional Design and Lesson Planning	4.50	0.55
ID&LP1 Incorporating differentiated instruction (e.g., student grouping, activities) while maintaining academic rigor.	4.50	0.71
ID&LP2 Sequencing lessons to build on prior knowledge.	4.50	0.71
ID&LP3 Selecting appropriate formative assessments to monitor students' learning.	4.50	0.71
Learning Environment	4.42	0.80
LE1 Organizing various resources (i.e., time, space, and attention).	4.50	0.71
LE2 Managing behaviors through a well-planned management system.	4.00	1.41
LE3 Establishing clear guidelines for classroom procedures.	4.50	0.71
LE4 Applying consequences consistently to all students.	4.00	1.41
LE5 Integrating current technologies.	4.50	0.71
LE6 Utilizing assistive technologies that enable students to achieve their educational goals.	5.00	0.00
Instructional Delivery and Facilitation	4.30	0.82
ID&F1 Delivering engaging lessons.	4.50	0.71
ID&F2 Identifying gaps in students' subject matter knowledge.	4.00	1.41
ID&F3 Integrating subject matter across disciplines to relate it to life experiences.	4.50	0.71
ID&F4 Employing higher-order questioning techniques.	4.00	1.41
ID&F5 Providing timely, actionable feedback to promote student achievement.	4.50	0.71
Assessment	4.38	0.74
A1 Using data from multiple assessments to inform instruction.	4.50	0.71
A2 Aligning assessments to learning objectives that lead to mastery.	4.50	0.71
A3 Sharing assessment data with students' families.	4.00	1.41
A4 Applying technology to organize assessment information.	4.50	0.71
Continuous Improvement, Responsibility and Ethics	4.33	0.78
CIR&E1 Designing purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	4.50	0.71
CIR&E2 Collaborating with students' communities (home, school, etc.) to foster continuous improvement.	4.50	0.71
CIR&E3 Reflecting on practices to target engagement in professional growth opportunities.	4.00	1.41
CIR&E4 Implementing what was learned from professional development.	4.50	0.71
CIR&E5 Fulfilling the expected obligations of the education profession.	4.50	0.71
CIR&E6 Adhering to the guidelines for Principles of Professional Conduct of the Education Profession.	4.00	1.41

Traditional Preparation Programs versus Educator Preparation Institute (EPI)

Impact on Student Learning

Question	Response (raw)	TPP (N=9)	EPI (N=25)
How would you rate your impact on students' learning?	Positive impact	88.9%	92%
	Unsure	0	4%
	Currently not teaching	11.1%	4%

Overall Satisfaction (10-point scale)

Item	TPP (N = 9)		EPI (N = 25)	
	Mean	SD	Mean	SD
Overall satisfaction with your program of study	7.89	2.20	8.96	1.24
Overall effectiveness as an educator	8.11	2.89	8.72	1.21
Overall program preparation for the realities of the classroom	6.56	3.13	8.04	1.74
Likelihood of recommending UWF to someone looking for a degree in education	7.44	3.71	9.16	1.34

Item Statistics (4-point scale)

Item by FEAP	TPP (N = 9)		EPI (N = 26)	
	Mean	SD	Mean	SD
Instructional Design and Lesson Planning	3.85	1.23	4.58	0.68
Incorporating differentiated instruction (e.g., student grouping, activities) while maintaining academic rigor.	4.11	0.78	4.56	0.58
Sequencing lessons to build on prior knowledge.	3.78	1.48	4.58	0.86
Selecting appropriate formative assessments to monitor students' learning.	3.67	1.41	4.62	0.57
Learning Environment	3.76	1.24	4.38	0.69
Organizing various resources (i.e., time, space, and attention).	3.78	1.30	4.54	0.58
Managing behaviors through a well-planned management system.	3.33	1.50	4.15	0.61
Establishing clear guidelines for classroom procedures.	4.00	1.32	4.77	0.43
Applying consequences consistently to all students.	3.33	1.58	4.23	0.71
Integrating current technologies.	4.22	0.67	4.38	0.75
Utilizing assistive technologies that enable students to achieve their educational goals.	3.89	0.93	4.19	0.80
Instructional Delivery and Facilitation	3.89	1.09	4.56	0.73
Delivering engaging lessons.	4.00	1.32	4.62	0.70
Identifying gaps in students' subject matter knowledge.	3.56	1.13	4.38	0.64
Integrating subject matter across disciplines to relate it to life experiences.	3.67	1.32	4.54	0.51
Employing higher-order questioning techniques.	4.11	0.78	4.65	0.49
Providing timely, actionable feedback to promote student achievement.	4.11	0.93	4.62	0.57
Assessment	3.61	1.08	4.40	0.73
Using data from multiple assessments to inform instruction.	3.89	1.05	4.62	0.64
Aligning assessments to learning objectives that lead to mastery.	3.89	0.78	4.73	0.45
Sharing assessment data with students' families.	3.11	1.36	4.08	0.80
Applying technology to organize assessment information.	3.56	1.01	4.19	0.80
Continuous Improvement, Responsibility and Ethics	3.56	1.30	4.47	0.65

Item by FEAP	TPP (N = 9)		EPI (N = 26)	
	Mean	SD	Mean	SD
Designing purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	3.44	1.24	4.42	0.64
Collaborating with students' communities (home, school, etc.) to foster continuous improvement.	3.33	1.58	4.15	0.78
Reflecting on practices to target engagement in professional growth opportunities.	3.33	1.32	4.38	0.64
Implementing what was learned from professional development.	3.44	1.24	4.46	0.71
Fulfilling the expected obligations of the education profession.	3.44	1.51	4.54	0.51
Adhering to the guidelines for Principles of Professional Conduct of the Education Profession.	4.33	0.87	4.88	0.33

Reliability Analysis

The survey of completers questionnaire contains a total of 38 Likert scale items, four open ended items, and two demographic items identifying their program of study and their current employment status. There are a total of five subscales: Instructional Design and Lesson Planning, Learning Environment, Instructional Delivery and Facilitation, Assessment, Continuous Improvement, Responsibility and Ethics. Participants are asked to report their level of satisfaction ranging from extremely dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, to extremely satisfied with their preparation of the Florida Educator Accomplished Practices (FEAPs) within their preparation program. A Cronbach's alpha reliability estimate of the 38 scale items was calculated using 47 total cases, of which 12 were excluded due to missing data. The FEAP questionnaire was found to produce highly reliable scores (38 items; $\alpha = .95$). The Instructional Design and Lesson Planning subscale consisted of 3 items ($\alpha =$), the Learning Environment subscale consisted of 6 items, the Assessment subscale consisted of 3 items ($\alpha =$), and the Continuous Improvement, Responsibility and Ethics subscale consisted of 6 items ($\alpha =$)