



Florida Department of Education

Samples of current and previous projects evaluated by PEER

Needs Assessment of the Statewide Title II, Part A Equitable Services Program for Florida's Non-Private Schools (2020):

The Florida Department of Education contracted with PEER to conduct a needs assessment pertaining to professional development needs of educators working for private, nonprofit schools throughout the state of Florida as part of the Statewide Title II, Part A Equitable Services Program for Florida's Non-Profit Private Schools. Per ESSA sections 2101(d)(2)(K) and 2101(d)(3)(A-C), private school teachers and organizational leaders must be consulted as to what kinds of training they feel should be provided, and a data-based element is needed for the assessment. The purpose of the needs assessment was to help ensure that private school teachers and organizational leaders receive the support to which they need and are entitled.

Revision of Initial and Continued Approval Standard Guidelines for Educational Leadership (\$45,000, 2013–2014):

This Florida Department of Education Race to the Top initiative sought to improve initial and continued approval standard guidelines for state-approved Educational Leadership programs through input from institutions of higher education and representatives from Race to the Top Job-Embedded Principal Preparation Programs. Upon revision of the standards, UCF College of Community Innovation and Education partnered with the Florida Department of Education to provide training to Florida Educational Leadership program participants in colleges and institutions of higher education regarding updated guidelines/standards and new expectations.

- Principal Investigator: Dr. Lee Baldwin, UCF College of Community Innovation and Education

RTP3: Resident Teacher Professional Preparation Program (\$10,265,471, 2011–2014):

For this Job-embedded Teacher Preparation Program Race to the Top grant funded by the Florida Department of Education, UCF partnered with five Florida school districts, including Florida Virtual Schools, Lake County School District, Orange County Public Schools, Seminole County Public Schools, and Volusia County Schools, to create a new job-embedded teacher preparation program entitled Resident Teacher Professional Preparation Program, to prepare high-performing content experts to teach mathematics and science in Florida's middle and high schools. The goals of the program were to (a) raise mathematics and science achievement and college/career readiness of all grades 6–12 students by increasing the effectiveness of teacher preparation to better prepare teacher candidates through job-embedded preparation and induction; and (b) improve and innovate teacher preparation content, delivery, and performance measures in order to increase the number of effective mathematics and science teachers who are eligible for employment.

- Principal Investigator: Dr. Rosemary Taylor, UCF College of Community Innovation and Education

GPS for Teachers: Geometry Professional Development Series for Teachers (\$1,585,501, 2011–2014):

The purpose of the Florida Department of Education Teacher Quality Grant Program funded GPS for Teachers project was to design, test, and implement sustained professional development for high school geometry teachers. This professional development program included addressing mathematical knowledge for teaching geometry (MKT-G) as well as tasks and activities that promote problem solving



and higher order thinking which teachers can implement in their own classrooms in Orange County Public Schools. The specific goals of GPS for Teachers were to (a) improve teacher content knowledge in geometry, (b) increase student achievement in geometry, and (c) develop and evaluate a professional development program for sustained and focused support for geometry teachers.

- Principal Investigator: Dr. Janet Andreasen, UCF College of Community Innovation and Education

Florida Online Reading Professional Development (FOR-PD) (\$7,690,974, 2001–2010):

A large-scale, online reading professional development course that has served over 35,000 participants since 2003. The evaluation used a mixed-methods design that included instruments measuring change in teacher knowledge and practice, online surveys, enrollment data, telephone interviews, focus groups, and document review. The highly participatory evaluation also consisted of ongoing formative components.

- Principal Investigator: Dr. Vicky Zygouris-Coe, UCF College of Community Innovation and Education