

Strategy Guidance for use of funds under The American Recovery and Reinvestment Act of 2009



Strategy Numbers 1 & 2
High Performing Teachers

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Statement of need:

Research points to the quality of the teacher as the most important factor in student achievement. Improving teaching and teacher quality so that student learning improves is accomplished through a number of strategies that make up three main categories:

1. Recruitment, selection and assignment of teachers
2. Preparation and professional development of teachers
3. Retention of effective teachers

Proposed areas for implementation:

1. Recruitment, selection and assignment:

- Provide an incentive bonus (such as 5%) for individuals with significant demonstrated gains in student achievement to teach in high-poverty schools
- Provide an incentive bonus (such as 5%) for individuals with significant demonstrated gains in student achievement with students with disabilities to teach in high-poverty schools
- Provide an incentive bonus (such as 5% for individuals with significant demonstrated gains in student achievement with English Language Learners to teach in high-poverty schools
- Invest in appraisal and assessment infrastructure that enables the district to utilize student performance data in making teacher assignments
- Partner with Teach for America (TFA) to recruit high-performing individuals to teach in high-need schools www.teachforamerica.org/. View article on TFA at <http://www.mathematica-mpr.com/publications/PDFs/qualclass.pdf>
- Utilize statewide recruitment resources available at no cost to school districts via www.teachinflorida.com
- Offer a job-embedded graduate program as an incentive to teach in a low-performing/high-poverty school www.lastingercenter.com
- Provide supplements for high-performing teachers to become certified and begin teaching in critical shortage areas

2. Preparation and professional development

- All professional development offered must meet state protocol standards in planning, delivery, follow-up and evaluation
- Provide professional development in the following areas:
 - Leadership
 - Monitoring instruction
 - Content literacy
 - Technology integration
 - Lesson study
 - Response to Intervention
 - AP/IB/AICE/Industry Certification
 - Florida's Continuous Improvement Model

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- Provide job-embedded professional development through the following methods:
 - Instructional Coaches, including new or struggling teacher clinical assistance
 - Teacher leaders to lead student-centered collaborative professional learning, including lesson study, with groups of teachers in focused content areas, grade levels and/or teachers of subgroups not meeting AYP
- Invest in sound evaluation methods for determining the effectiveness of professional development in improving instructional practice and student performance
- Invest in human resources that allow for the scheduling of job-embedded, sustained professional development, such as lesson study and other student-centered collaborative professional learning
- Professional Development resources are available through the following:
 - www.teachinflorida.com/professionaldevelopment
 - www.justreadflorida.com
 - [www.fcrstem.org/Research_Centers/FCR-STEM/Specialized Initiatives/PDTeachersPrincipals.aspx](http://www.fcrstem.org/Research_Centers/FCR-STEM/Specialized_Initiatives/PDTeachersPrincipals.aspx)
 - www.flpromise.org
 - [www.fldoestem.org/FLDOE STEM/Resources for School Districts.aspx](http://www.fldoestem.org/FLDOE_STEM/Resources_for_School_Districts.aspx)
 - <http://fdlrshrd.nefec.org/index.aspx>
 - www.florida-ese.org/personneldevelopment/overview/Default.aspx
 - www.nsd.org
 - www.floridaschoolleaders.org
- Partner with state-approved teacher preparation programs in Florida colleges of education and educator preparation institutes on the placement of students in field experiences and the selection of high-performing teachers as field experience supervisors and cooperating teachers. Institutions with approved programs are listed at www.teachinflorida.com/preparation.

3. Retention

- Double the School Recognition money for eligible High-Poverty Schools to provide more money for school-wide teacher bonuses
- Provide a performance bonus (such as 7-10%) for the teachers in reading or math in grades 4-10 if 85% of their students make learning gains
- Provide a performance bonus (such as 10-15%) for the teachers in reading or math in grades 4-10 if 95% of the students make learning gains and no students regress in learning performance
- Provide supplements for school-level teacher leaders for conducting and monitoring job-embedded professional development, including leading lesson studies and other student-centered collaborative learning
- Provide a \$100 bonus to teachers in specified advanced courses for each student scoring at “passing” for each for each IB, AP, and/or AICE test

Funding Sources:

- Title I
- Title II-A