

# **Producing Highly Effective Teachers for Florida's Students**

**State Board of Education Workshop  
February 15, 2005**

**Participating Department of Education Divisions:**

**K-12 Public Schools**

**Colleges and Universities**

**Community Colleges**

**Chancellor Jim Warford**

**Chancellor Debra Austin**

**Chancellor David Armstrong**

# **Strategic Imperative #1: Increase the Supply of Highly Effective Teachers**

**1. Acquire, retain and develop qualified, effective teachers**

**1.1.a. Adopt and implement a comprehensive strategic action plan for meeting and/or exceeding capacity requirements for qualified, effective classroom teachers pursuant to class size demands for the 2006-07 school year.**

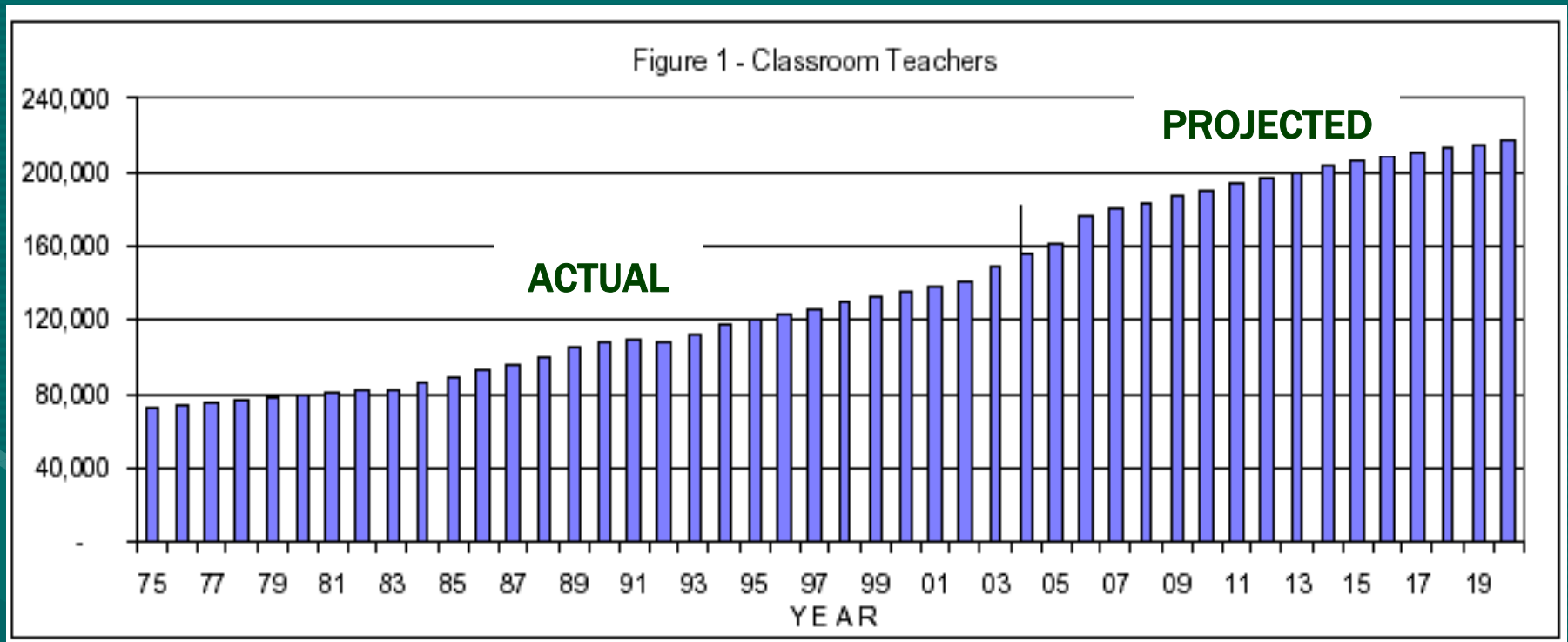
# Workshop Goals

**This workshop is the first step in determining the scope and contents of the action plan by:**

- 1. Identifying trends in Florida's needs for quality teachers in public schools**
- 2. Reviewing current and prospective means for producing highly effective teachers**
- 3. Identifying barriers to increased production**
- 4. Identifying strategies to meet the growing needs, which strategies will form the basis of the strategic plan required in 1.1.a.**

# Trend and Current Data

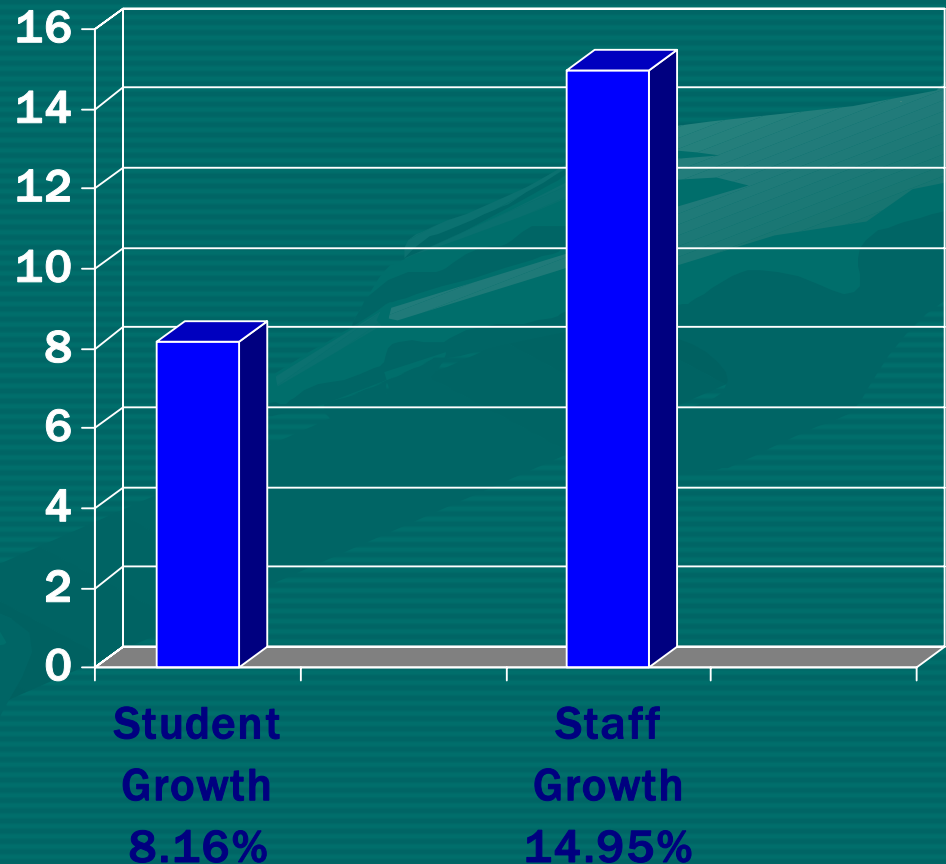
# Trends in the Number of Classroom Teachers Since 1975



# Student and Staff Growth Trends

- Florida's student population grew from 2,430,138 in 2000 to 2,628,429 in 2004
- Florida's instructional staff grew from 150,560 in 2000 to 177,017 in 2004
- Gain in classroom teachers was 7.04% in the last year alone

## 2000-2004 Growth Trend



# 2003-04 Data

- **148,198** classroom teachers were employed in Florida public schools during the 2003-04 school year
- **19,317** of those teachers were hired between July 1 and October 31, 2003
- **20,521** initial certificates were issued in 2003-04 (**19,255** were issued 2002-03), which supports that most of the **19,317** were new to teaching in Florida

# Producing New Highly Effective Teachers

- Certification Options
- State-approved Teacher Preparation Degree Programs
- Alternative Teacher Preparation Programs

# Pathways to Full State Certification in Florida

## July 1, 2004

### Professional Certificate

1. Valid Standard Certificate Issued by Another State
2. Valid Certificate Issued by the National Board for Professional Teaching Standards
3. Approved Teacher Ed. Degree Program and Passing Florida Certification Exams
4. Valid Certificate Issued by the American Board for Certification of Teacher Excellence and Verification of Successful Demonstration of Professional Educational Competence in the Classroom

Renewable - Valid 5 School Years

### Temporary Certificate

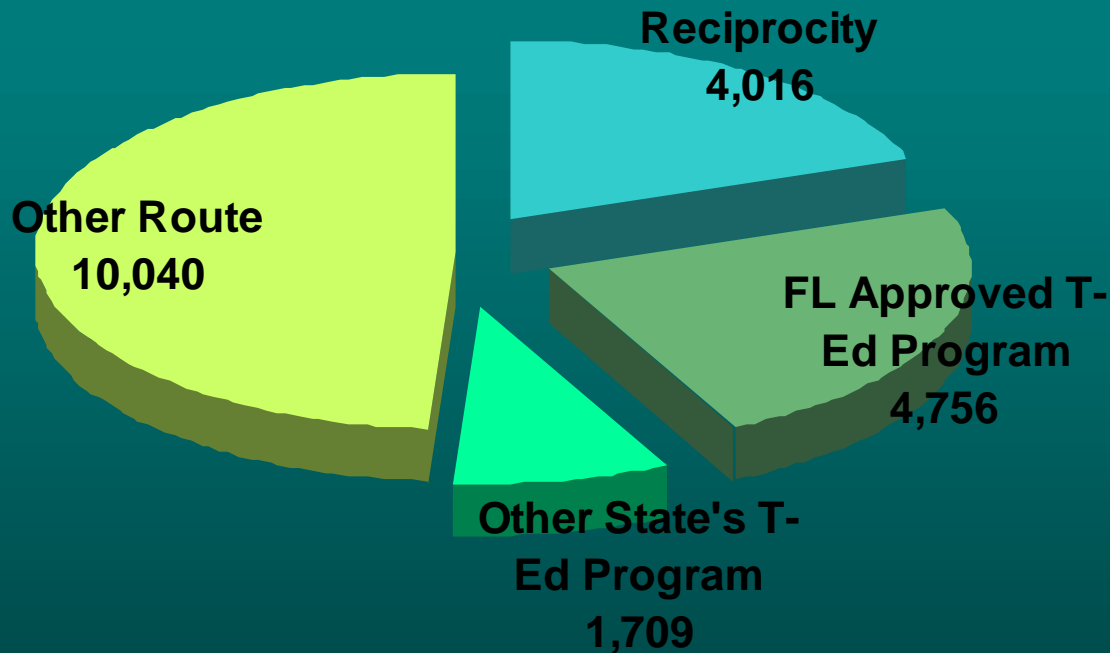
1. Bachelor's Degree with a Major in the Content Area
2. Bachelor's Degree with Required Courses and 2.5 GPA in the Content Area
3. Bachelor's Degree with a Passing Score on the Florida Subject Area Examination
4. Bachelor's Degree with a Valid Certificate Issued by the American Board for Certification of Teacher Excellence (ABCTE)\*

Nonrenewable - Valid 3 School Years

#### Needed to Move from the Temporary Certificate to the Professional Certificate

- Professional Preparation via:
  - College Courses, or
  - District's Approved Alternative Certification Program, or
  - Educator Preparation Institute's Approved Program
- Verification of Successful Demonstration of Professional Educational Competence in the Classroom \*(the only additional requirement for an ABCTE teacher)
- Certification Examinations

# Certificates Issued via Reciprocity and Approved Degree Programs



- Of the 20,521 certificates issued in 2003-04, just over 50% were issued to teachers who needed no additional teacher training.

# Increased Efficiency in Certificate Issuance

- 43% more certificates issued in 2003-04 than in 2002-03
- 99.5% of certificates issued within 30 days
- 40%+ of applications now received online, increasing efficiency in processing

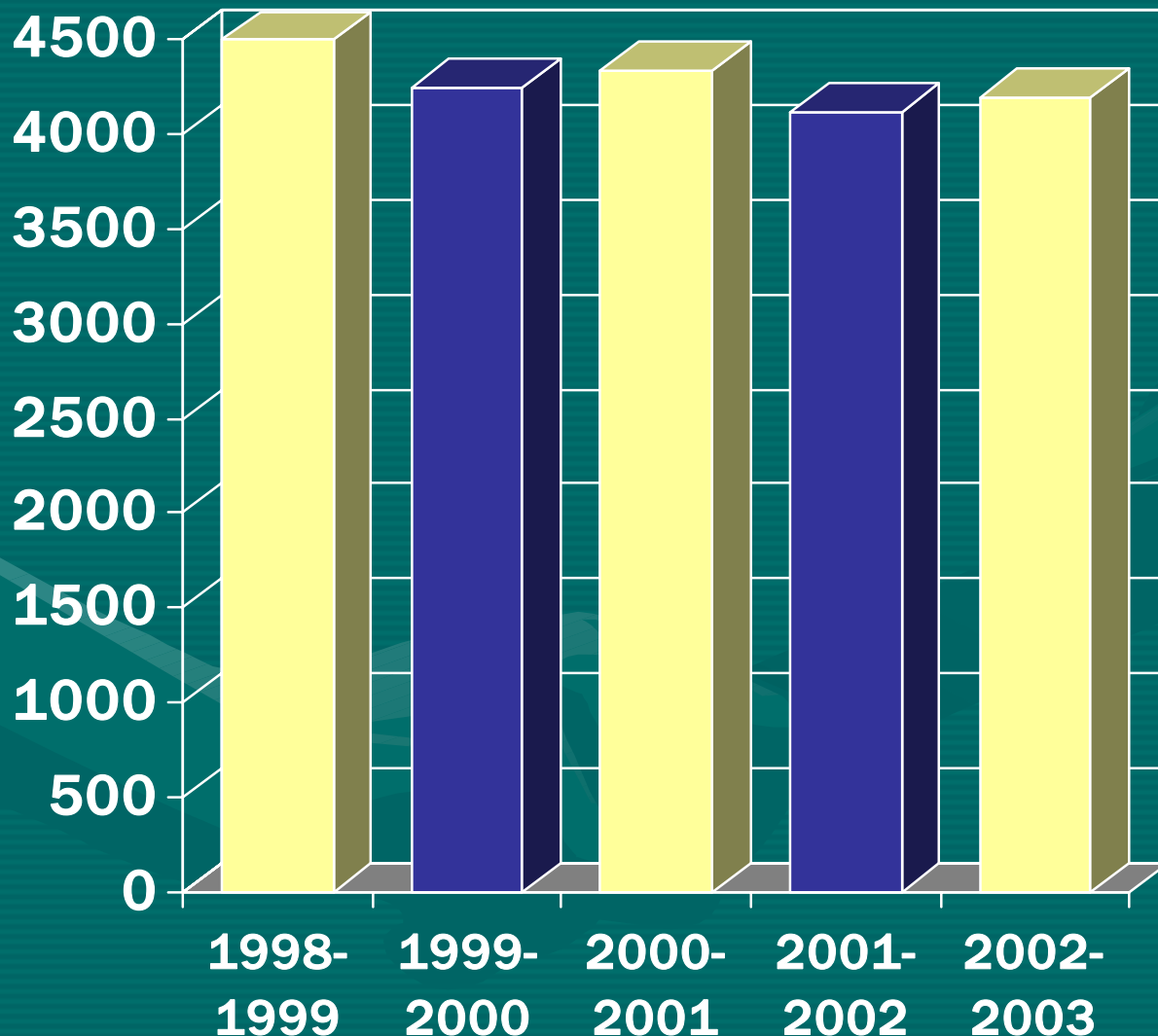


# State-Approved Initial Educator Preparation Degree Programs

# State-Approved Program Statistics

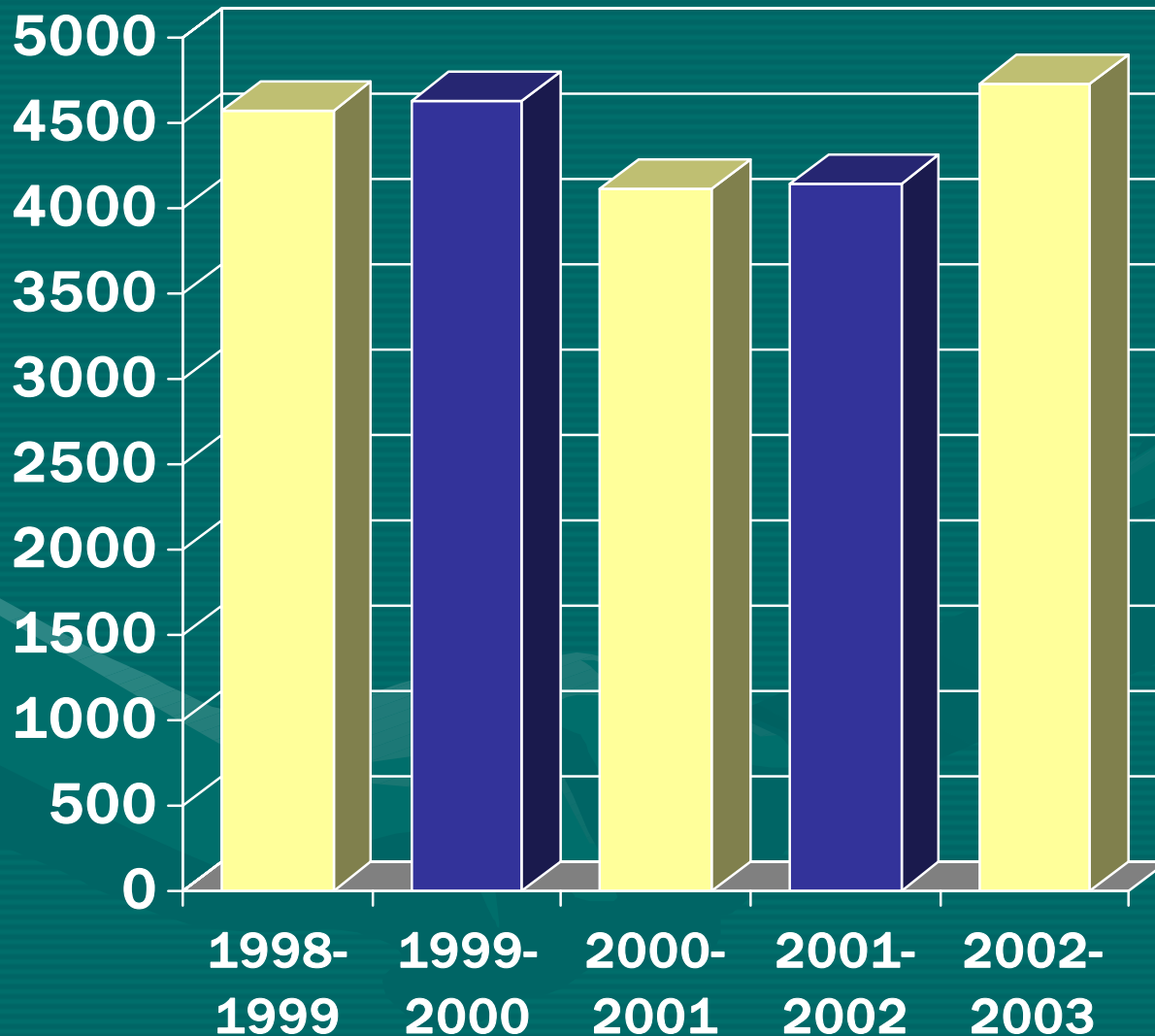
- **2002-2003 Pass rates on Florida Teacher Certification Examination:**
  - 98% of those preparing for classroom instruction (per Title II Report)
- **Completer's level of satisfaction with preparation in State-approved programs (in 2001-2002 after one year in Florida's public schools):**
  - 95% excellent, good, or satisfactory (overall satisfaction)
- **Principals' level of satisfaction with program completers' first-year performance in 2001-02:**
  - 94% excellent, good, or satisfactory (overall satisfaction)
  - Approximately 99% qualified for re-hiring
- **Other surveys of employers:**
  - Consistently high ratings on FETPIP surveys
  - High ratings on institutional follow-up surveys

# Admissions to SUS State-Approved Initial Educator Preparation Programs



**Capacity Exists,  
But It Has Been  
Difficult to  
Increase  
Admissions in  
Recent Years**

# SUS Completers of State-Approved Initial Educator Preparation Programs

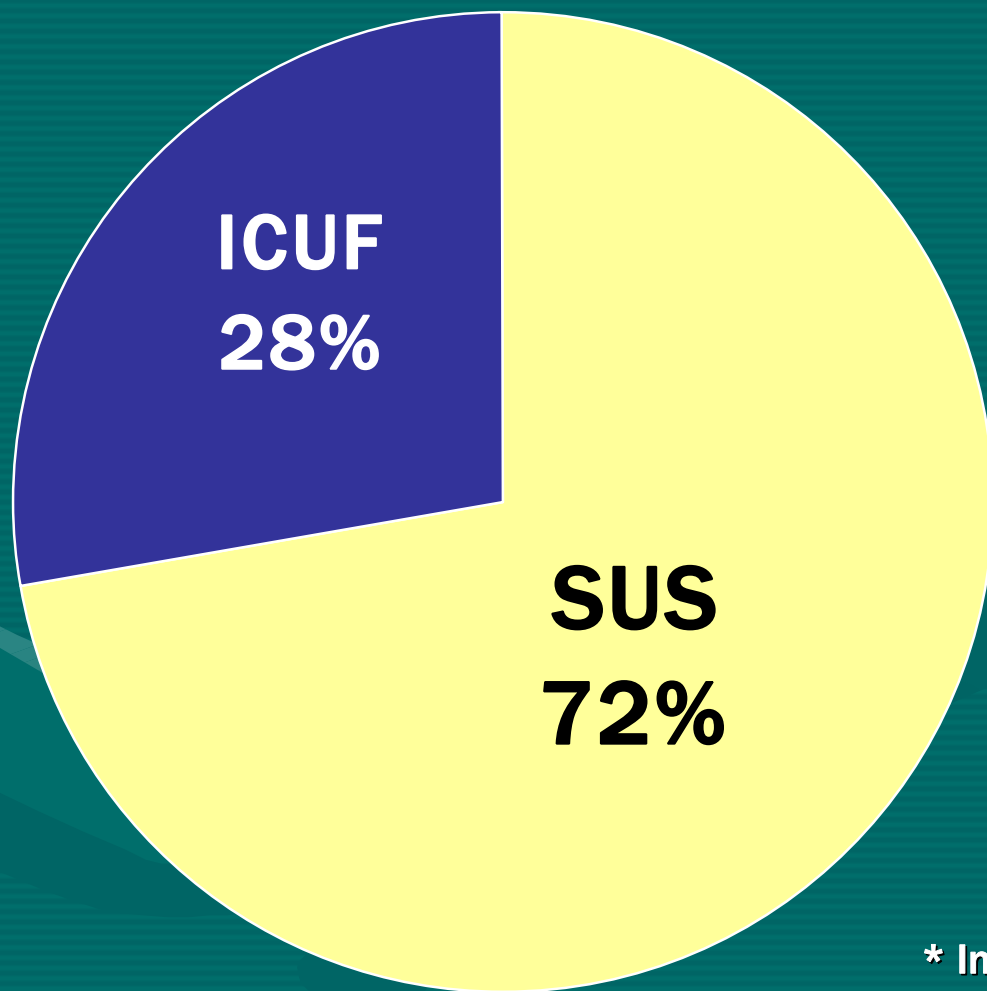


**Thus, Difficult  
to Increase  
the Number  
of Newly  
Prepared  
Candidates**

# Examples of Recent Initiatives to Increase Enrollments in SUS State-Approved Programs

- Implementation of new MAT programs for second-career candidates.
- Development of living-learning communities to help recruit freshmen into education.
- Establishment of Professional Development School partnerships with the K-12 sector.
- Design of partnerships with community colleges to move paraprofessionals through AA programs into State-approved programs.
- Partnering with district partners for partial tuition payments and paid internships.
- Establishment of dual certification programs (e.g., elementary education/exceptional student education).
- Increased development efforts to seek scholarship funding from donors.
- Teach-for-Florida programs (both State-funded and other-funded).

# 2002-2003 Completers of State-Approved Initial Educator Preparation Programs



**The ICUF  
Institutions  
and  
Community  
Colleges  
Added  
Approximately  
1800 for a  
Total of More  
Than 6500\***

**\* Includes duplications for candidates completing more than one program.**

# Important Factors Influencing Requirements for State-Approved Programs

- 1990:** Legislative intent: Allow variation and innovation in State-approved programs, while requiring accountability for completers' performance.
- 1990:** Nation's first NCATE/DOE/BOR partnership.
- 1990:** The META/ESOL Consent Decree.
- 1995:** Course leveling and common prerequisites for all baccalaureate degree programs.

# Important Factors Influencing Requirements for State-Approved Programs

**1996: Competency-based Educator Accomplished Practices**

**1996: New, continuing program approval standards that focused more on continuous improvement and outcomes**

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**1999: Uniform curriculum legislation**

**2000: State Board rule was revised to require (prior to program completion):**

- \* the demonstration of certain competencies**
- \* many more specific curriculum requirements**

# For Freshmen Entering in 2000-01 or Later:

## **COMPETENCIES** (Must be demonstrated prior to program completion):

- **Educator Accomplished Practices and Subject Area Competencies**
- **Passage of General Knowledge, Subject Area, and Professional Knowledge Tests**

## **CURRICULUM:**

- **Democratic values and institutions, contributions of various ethnic groups to society, and character development**
- **45 hours of general education in very specific content areas**
- **Instruction to meet the ESOL Consent Decree requirements**
- **Degree major or 30 hours in specialization**
- **3 to 12 hours of instruction in reading/literacy acquisition**
- **9 hours in classroom management, school safety, professional ethics, and educational law; assessment; and human development and learning**

# Challenges and Opportunities

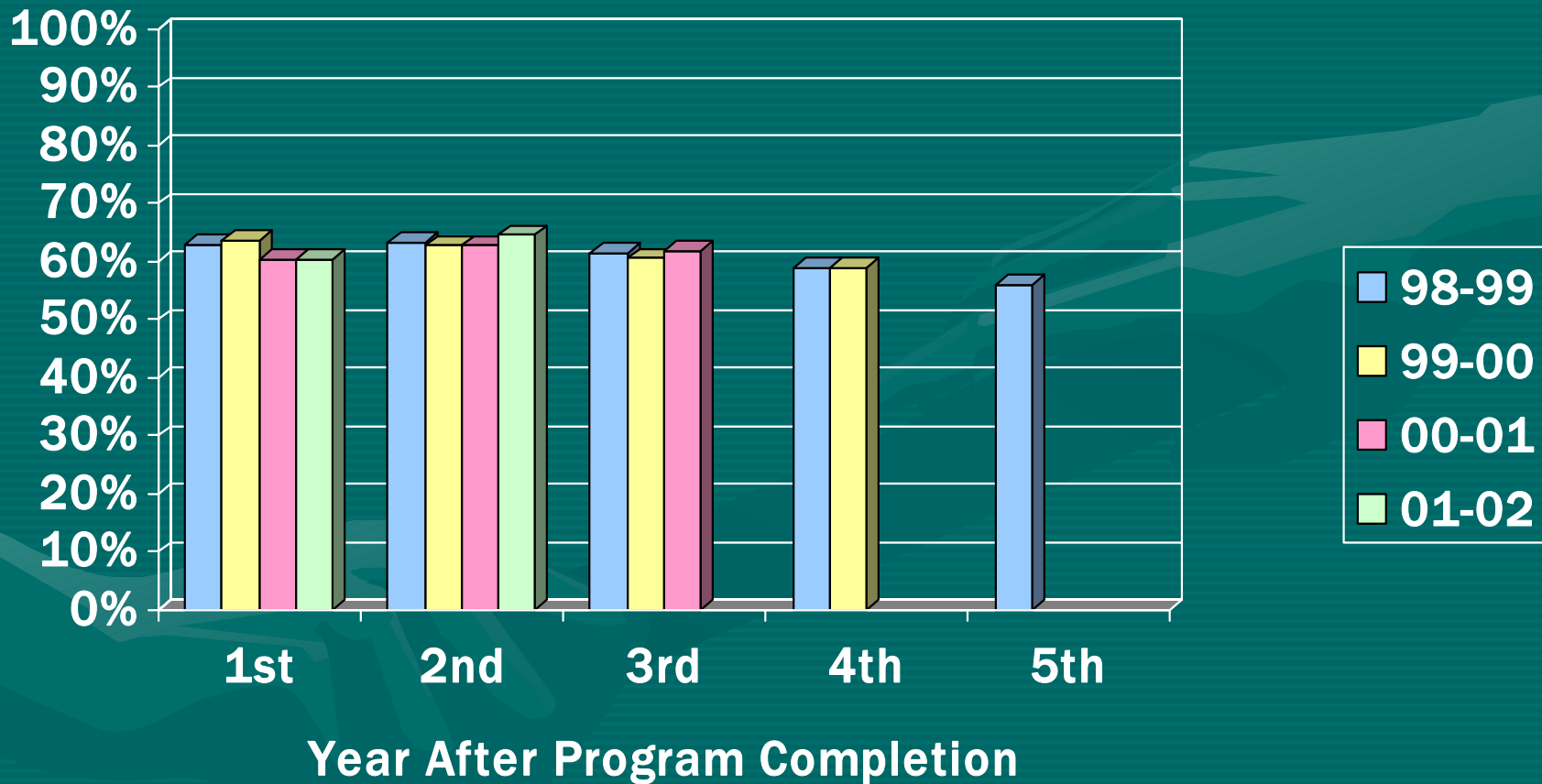
## CHALLENGES:

- Students have many opportunities to pursue other majors and careers
- “Tight” curricula in the state-approved programs
- Alternative routes to the profession—with fewer process requirements

## OPPORTUNITIES:

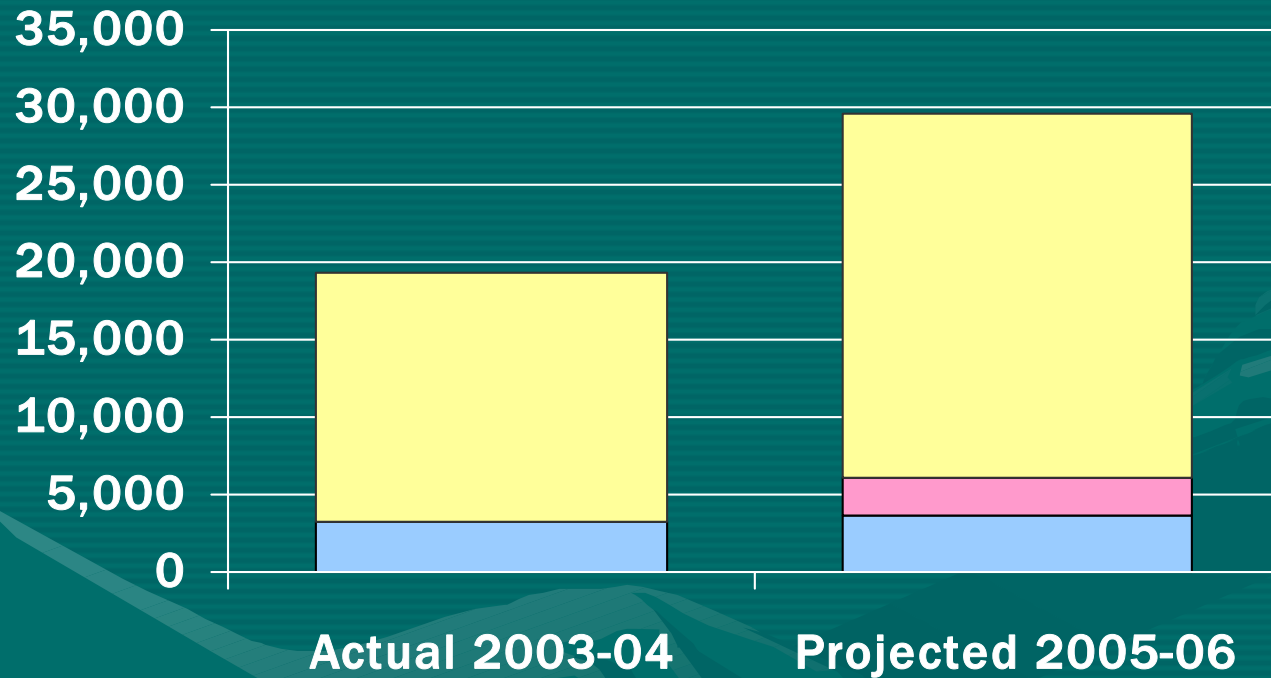
- Increased partnerships with Prek-12, community college, and workforce colleagues
- Teacher education institutes and alternative certification programs
- Time to re-visit NCATE state partnership
- Option to revise some rules

# Percentage of Completers of Florida's State-Approved Programs Teaching in Florida's Public Schools



# Comparison of New Hires and Completers of Florida's State-Approved Programs\*

(\*For Classroom Teachers Only)



**Even if ALL completers of State-approved programs remained in Florida and taught in Florida public schools, they would address less than 21% of the need in 05-06.**

- Other New Hires
- Other New FLSAP Completers (Potential Candidates)
- New FLSAP Completers (Teach in FL Public Schools)

# Other Recommendations from the Core Curricula Committee:

- Allow for the “establishment of Charter Teacher Preparation Programs . . . [that] would provide . . . increased flexibility to focus on rigorous performance expectations of graduates.”
- “[G]raduates from Florida state-approved teacher preparation programs who become employed in Florida public schools should earn a salary bonus funded by the state.”

# Community College Baccalaureates

## Chipola College

	ACTUAL	ACTUAL	ACTUAL	OPERATING	PROJECTED
Student Enrollment, Degrees and Placements	2001-02	2002-03	2003-04	2004-05	2005-06
A. Student Headcount	0	0	14	30	80
B. Number of Degrees Awarded	0	0	0	14	30
C. Number of Placements	0	0	0	14	30

## Miami Dade College

	ACTUAL	ACTUAL	ACTUAL	OPERATING	PROJECTED
Student Enrollment, Degrees and Placements	2001-02	2002-03	2003-04	2004-05	2005-06
A. Student Headcount	0	0	365	450	550
B. Number of Degrees Awarded	0	0	0	10	50
C. Number of Placements	0	0	0	10	50

## St. Petersburg College

	ACTUAL	ACTUAL	ACTUAL	OPERATING	PROJECTED
Student Enrollment, Degrees and Placements	2001-02	2002-03	2003-04	2004-05	2005-06
A. Student Headcount	0	64	407	721	771
B. Number of Degrees Awarded	0	0	49	105	177
C. Number of Placements	0	0	49	105	177

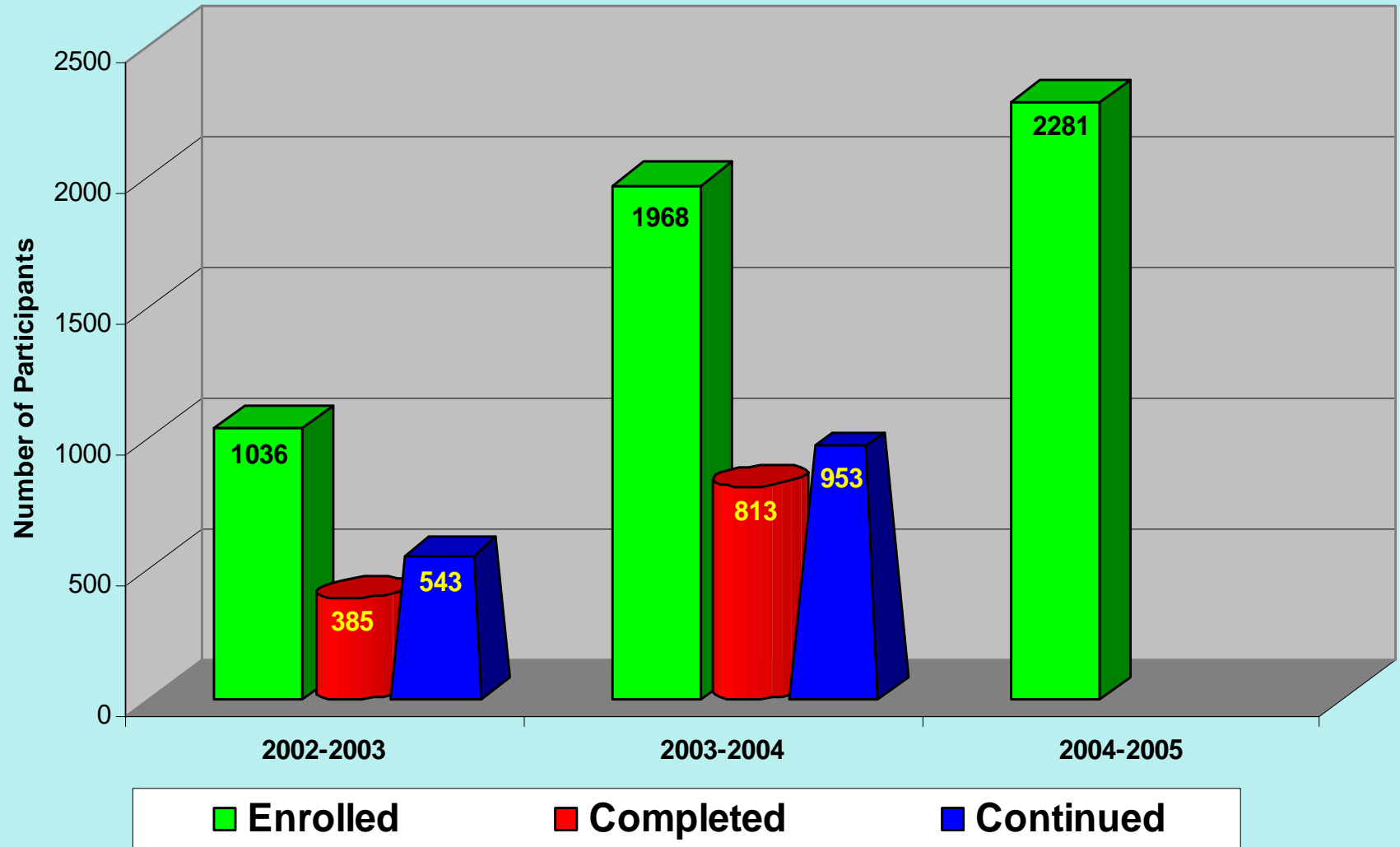
# Alternative Teacher Preparation Routes



# Alternative Teacher Preparation Routes

1. School District Alternative Certification Programs
2. Educator Preparation Institute Alternative Certification Programs (new)
3. Temporary Certificate-holders who complete isolated college courses in professional preparation (Chapter 6A-4.006, FAC)

## Florida Alternative Certification Participants



# School District Alternative Certification Programs

- Implemented in every school district in 2002
- Programs are administered by each district and approved by the Department
- Competency-based, on-the-job program
- Requires demonstration of Accomplished Practices and passing score on FL Professional Education Test to exit
- State model delivery through web-based training, peer advisory team, and a site-based mentor
- Strong performance assessment system is key to determination of competency

# District ACP Statistics – July 2004

- **Participant Characteristics**
  - **Gender: 65% female; 34% male**
  - **Ethnicity: 14.9% black; 9.2% Hispanic; 1.2% Asian**
  - **Top College Majors: Business; Science; Social Sciences**
  - **Top Previous Fields of Work: Business, Education**
  - **Top Teaching Assignments: Math/Computers; Sciences; English/Language Arts; Special Education**
  - **Top Grade Levels Taught: Middle School; High School**

# District ACP Statistics – July 2004

- Over 90% of participants planned to teach the next year (50% had signed contracts at time of survey)
- Principals rated participants:
  - 80% performing as well as or better than traditionally-trained counterparts in all Accomplished Practices
- ...As well as or better than other first-year teachers in classroom assessment, subject area expertise, use of technology and professional ethics.

# **Educator Preparation Institutes**

***The 2004 Florida Legislature passed Senate Bill 2986, establishing section 1004.85, Florida Statutes, to provide the opportunity for postsecondary institutions to create Educator Preparation Institutes.***

# Educator Preparation Institutes may be created to provide any or all of the following:

1. **Professional development** opportunities to assist teachers in improving classroom instruction and in meeting certification and/or recertification requirements
2. Instruction to assist potential and existing **substitute teachers** in performing their duties
3. Instruction to assist **paraprofessionals** in meeting education and training requirements
4. Instruction for Baccalaureate degree holders to become certified teachers through competency-based **alternative certification programs**

# Educator Preparation Institutes

- Institutes may only be created at accredited or approved postsecondary institutions as defined by rule
- Department of Education, K-20 Committee must approve alternative certification program applications within 90 days of receipt of the request for approval or issue a statement of deficiencies
- To date, 23 community colleges, 11 state universities, and many ICUF colleges have expressed an “intent to apply” for EPI approval in 2005

# Program Application Approval

To gain approval, Institutes must provide sufficient evidence of instruction in professional knowledge and subject matter that:

- Includes the same Educator Accomplished Practices and competencies specified in State Board of Education rule for graduates of traditional education programs
- Meets subject matter content requirements
- Meets professional competency testing requirements
- Prepares individuals with competencies associated with teaching scientifically-based reading instruction and strategies
- Provides field experiences with supervision from qualified educators ( Master's degree + experience)

# Accountability/Institutional Effectiveness

- For continued approval, Institutes must submit annual performance evaluations to DOE that measure effectiveness based upon:
  - Pass rates of participants on Florida Teacher Certification Exams (General Knowledge Test, Subject Area Test, and Professional Knowledge Test)
  - Employment and retention rates
  - Employer satisfaction surveys

# What is “Competency-based” Instruction?

- Successful completion based upon specified outcomes demonstrated by performance of the participants, *not* based on credits or seat time – length of time in program will vary depending on applicant’s skill level and motivation
- Documented through consistently collected evidence
- Instructional process mirrors that of public school district alternative certification programs

# What is “Competency-based” Instruction?

- The assessment system that the Institute develops/uses to evaluate participants will be critical to the long-range performance and success of students.
  - Will assess **incoming** knowledge, skills, and abilities for proper placement
  - Will assess attainment of **competencies** through observation of demonstrated skills based upon rubrics linked to Educator Accomplished Practices as identified in SBOE Rule
  - To exit students must pass the Professional Knowledge Test, same as district alternative certification program participants
- Competencies associated with the Florida certification subject area examinations and the professional education test are available online

# Community College Example for Modules of Instruction

- **Module 1: The Instructional Process**
  - Segment A: Classroom Management (40 hours)
  - Segment B: Instructional Strategies (40 hours)
  - Segment C: Technology (40 hours)
  - Segment D: The Teaching and Learning Process (40 hours)
- **Module 2: Reading Fundamentals (45 hours)**
  - Segment A: Foundations of Language and Cognition
- **Module 3: The Teaching Profession**
  - Segment A: Professional Foundations (30 hours)
  - Segment B: Field Experience (15 hours)
- **Module 4: Diversity in the Classroom**
  - Segment A: Diversity (30 hours)
  - Segment B: Field Experience (15 hours)

# Sample: Module 1

## The Instructional Process

- **Segment A: Classroom Management**
  - **Competencies (40 hours)**
    - Record keeping
    - Classroom management
    - School Safety
    - Sunshine Standards
    - Creating content-area objective based lesson plans
    - Conducting parent conferences
    - Assessment techniques
    - Implications of FCAT and other standardized tests
    - Professional Ethics
    - School Law

# **Current Community College Alternative Certification Initiatives**

These unique accelerated programs which assist college graduates and career professionals to enter teaching careers have added 229 employed teachers to the State of Florida in 2003-04.

## **Transition to Teaching**

- **Palm Beach Community College**

## **Teach for Florida**

- **Broward Community College**
- **Florida Community College at Jacksonville**
- **Indian River Community College**

# Current Community College Alternative Certification Initiatives

- I. Transition to Teaching: (Federal Grant – \$370,000+/yr., through 2007)
  - Palm Beach Community College  
312 participants enrolled to date; 122 now teaching
- II. Teach for Florida (State Grant Award – \$372,472.20 to community colleges)
  - Broward Community College (\$85,057)  
33 participants; 33 now teaching
  - Florida Community College at Jacksonville (\$219,276)  
50 participants; 35 now teaching
  - Indian River Community College (\$68,139)  
79 participants; 39 now teaching

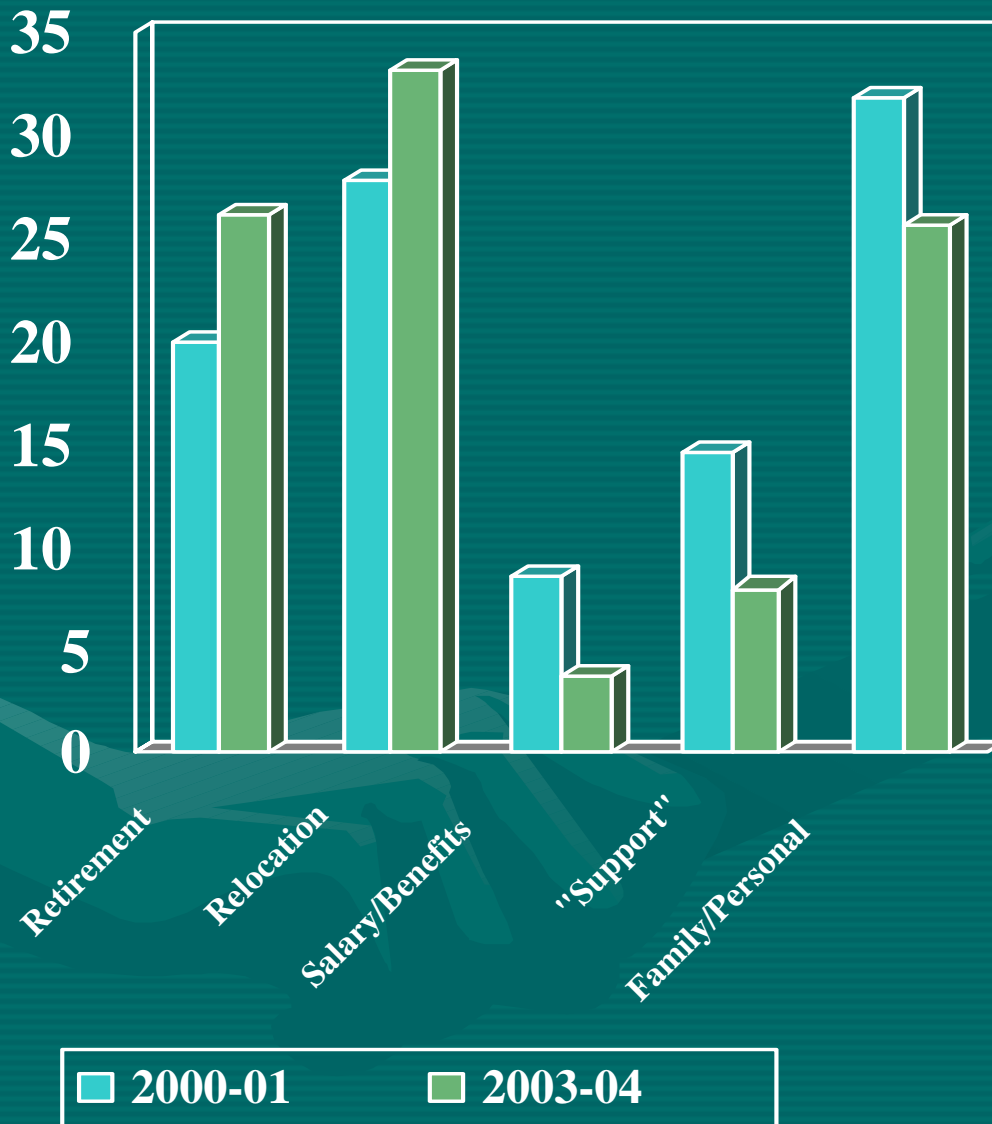
# **Barriers and Challenges to Increasing the Production of Highly Effective Teachers**

# Recruitment and Retention

## CHALLENGES:

- Insufficient funds to meet class size and increase teacher salaries in all disciplines
- Competition for high quality math and science graduates with other professions that are more lucrative and “prestigious” and that offer more potential for professional growth
- Adapting to persistent patterns of teacher relocation and retirement
- Teachers choosing to leave their positions
- Integrating professional time into the school day

# Teachers' Reasons for Leaving



Teachers are leaving the profession at a rate of approximately 10% each year.

# The Crisis and Strategies to Meet it Head-on

# The Crisis

“The academic skills that underpin our technological world include technical reading and writing across the curriculum, integrated science and technology...”



- 2003 *International Center for Leadership in Education*

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***How do we recruit and train the highly effective teachers we need to prepare high school graduates in sufficient numbers to meet these societal demands?***

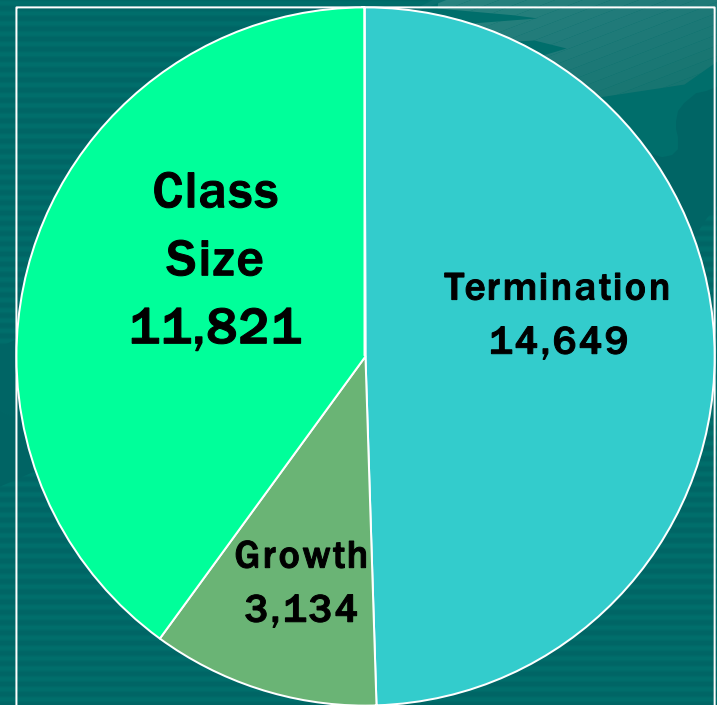
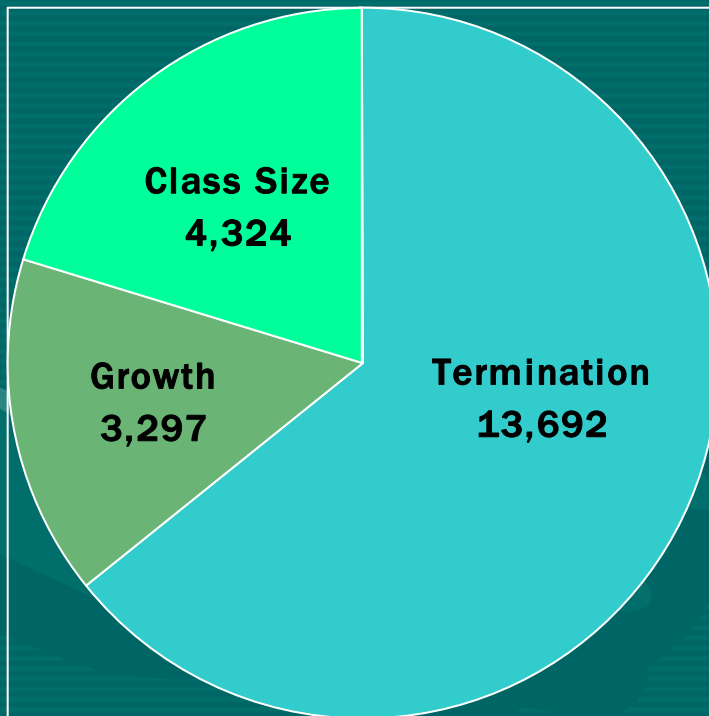
# The Crisis

- **Class Size Implementation:**
  - Impact of first phase of class size masked by abundance of elementary education teachers
  - School level implementation phase will require additional content certification for middle and high school teachers
  - Projections accounting only for Class Size indicate that **the state will face a 20% increase in teachers needed over the next five years (2003-2008)**
- **Leading edge of baby-boomer retirement coupled with economic projections of fewer adults of working age**

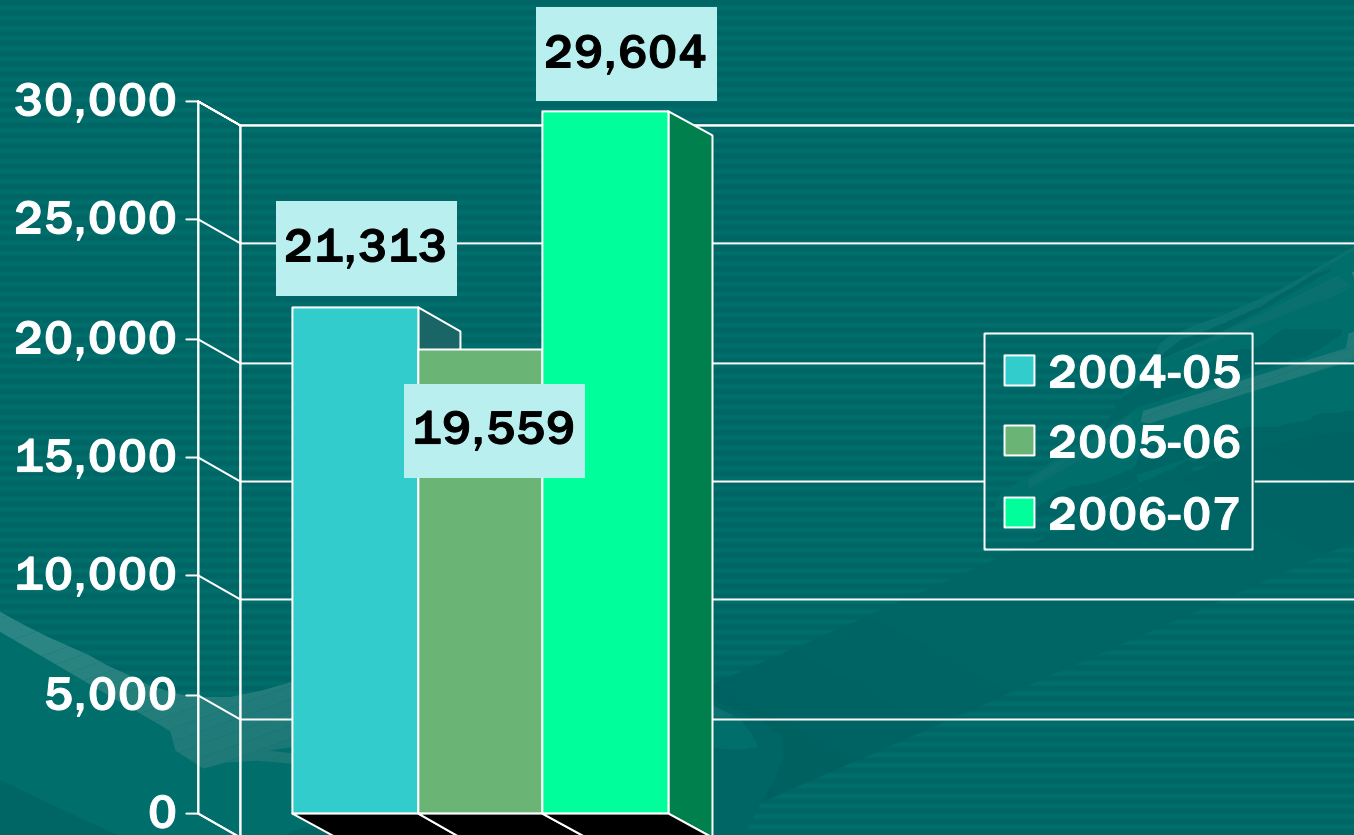
# Projected Needs

2004-05: **21,313**  
teachers needed

2006-07: **29,604**  
teachers needed



# Projected Teachers Needed



# Projected Number of Positions to be Filled

	2004-05	2005-06	2006-07
<b>ESE</b>	<b>2,265</b>	<b>2,223</b>	<b>2,289</b>
<b>Reading</b>	<b>576</b>	<b>529</b>	<b>936</b>
<b>ESOL</b>	<b>630</b>	<b>601</b>	<b>1,100</b>
<b>Math</b>	<b>1,644</b>	<b>1,289</b>	<b>2,308</b>
<b>Science</b>	<b>1,376</b>	<b>1,070</b>	<b>1,938</b>
<b>Elem. Ed.*</b>	<b>7,680</b>	<b>7,884</b>	<b>12,574</b>

\* Elementary Education is not currently a critical shortage area

# Students Affected by Shortage

- **Mathematics – Based on trend figures, the number of students who may be taught by an out-of-field teacher in the year 2006-07 could be as high as 153,000**
- **Science – Based on trend figures, the number of students who may be taught by an out-of-field teacher in the year 2006-07 could be as high as 122,000**

# **Strategic Imperative #1: Increase the Supply of Highly Effective Teachers**

**1. Acquire, retain and develop qualified, effective teachers**

**1.1.a. Adopt and implement a comprehensive strategic action plan for meeting and/or exceeding capacity requirements for qualified, effective classroom teachers pursuant to class size demands for the 2006-07 school year.**

# Sample of Current Recruitment Strategies

- **TeachinFlorida.com**
- **The Great Florida Teach-In**
- **Troops to Teachers**
- **Florida Future Educators of America Program**
- **Florida Fund for Minority Teachers, Inc.**
- **US DOE Grant to recruit and train exceptional student education teachers**

# **Strategic Imperative #1: Increase the Supply of Highly Effective Teachers**

## **1.4 Identify and implement teacher retention best practices**

### **1.4.1. Appoint a Task Force to respond to research in teacher retention, including activities such as**

- Survey teachers and principals on why teachers leave, and why they stay**
- Advise the SBOE and Legislature on policies that support and detract from retention**
- Disseminate best retention practices to school boards, superintendents and principals**

# Current Major Retention Strategies

- Dale Hickam Excellent Teaching Program
- Florida Mentor Teacher Pilot Program
- Online Teacher Toolkit and Tele-mentoring
- Bonuses for IB and AP teachers
- 5% performance pay (district salary requirement)
- Teacher Recognition Programs
- Statewide system of professional development

# Potential Strategies

- **Rapid deployment of Educator Preparation Institutes**
  - Community College model program
  - Senior Institution review of other post-baccalaureate options for conversion to institutes
- **An “expansion and focus” in recruitment efforts**
  - Collect and analyze data on teacher workforce
  - Target specific populations and demographics
  - Take nation-wide efforts “up a notch” by increasing business and foundation partnerships
  - Apply Continuous Improvement Model K-20 to recruitment and retention

# Potential Strategies

- Increase in teacher salaries and professional opportunities through career ladder
- Improve working conditions - school environment
  - Online Access to: Teacher Toolkit, Dashboard, and Formative “Mini-assessments”
  - Professional Time: Teacher Planning and Professional Development
  - DELTA (improve the principal, improve the school)

# SBOE Activities

- 1. Direction to implement systematically the Priority Projects from SI #1: the Comprehensive Capacity Plan, the Retention Task Force, and the NBCT Mentoring Study**
- 2. Revise rules governing**
  - Program approval (take out barriers, review what's important)
  - Education courses required for certification (align with all other programs)
- 3. Make requests to the Legislature based upon results of SI initiatives and projects**

The background is a solid teal color. In the lower half, there is a faint, semi-transparent graphic of two hands shaking, rendered in a lighter shade of teal. The text "Further Discussion..." is centered horizontally and positioned above the handshake graphic.

**Further Discussion...**