

Outline of Comprehensive Plan for Meeting Effective Educator Vacancy Needs through 2006-07

*Presented to the State Board of Education
March 15, 2005*

- **Current Sources of and Strategies to Obtain and Retain Qualified Educators**
 - I. Sources
 - a. Colleges of education
 - 1. Approved degree program graduates
 - 2. Post-baccalaureate course work
 - 3. Grow-our-own programs through Florida Future Educator's of America
 - 4. Paraprofessionals who enter into teacher education programs
 - b. Other states
 - 1. Certified teachers (reciprocity)
 - 2. Approved program graduates
 - 3. Military spouses that are experienced teachers elsewhere (Spouses to Teachers program – from Troops to Teachers)
 - c. Other countries
 - 1. Foreign teacher-trained US residents
 - 2. "Exchange Teachers"
 - d. Bachelor's degree-holding career changers
 - 1. District alternative certification programs
 - 2. Post-baccalaureate course work (same as a. 2. above)
 - e. Bachelor's degree holding retirees
 - 1. Retired educators from Florida and other states
 - 2. Retirees from other careers that need teacher education training
 - 3. Military retirees (Troops to Teachers)
 - II. Strategies
 - a. Current teachers – better professional development, recognition programs, and professional development for principals to better support learning and instruction
 - 1. Protocol Reviews of district professional development systems
 - 2. Online Teacher Toolkit
 - 3. Teacher of the Year
 - 4. Dale Hickam Excellent Teaching Program (National Board Certified Teachers)
 - 5. Developing Educational Leaders for Tomorrow's Achievers (DELTA) principal professional development, recognition, and compensation system
 - b. New Teachers
 - 1. Great Florida Teach-In state-wide job fair
 - 2. TeachinFlorida.com online application/job posting system
 - 3. National (print) advertisement campaign
 - 4. Troops to Teachers, and Spouses to Teachers programs (federal)
 - 5. Transition to Teaching federal grant program

- **Current Sources that Can Be Further Developed and New Sources**
 - I. Current Sources that could be developed
 - a. Other states (recruit strategically from all source categories – see new market research strategy below)
 - b. Florida
 - 1. Recruit strategically from all source categories – see new market research strategy below
 - 2. Florida Future Educators of America – utilize these chapters to start “Teacher Cadet” program, similar to South Carolina and other states
 - 3. Magnet teaching high schools
 - 4. Tele-mentoring program for existing teachers
 - 5. New teacher support programs
 - 6. Support for paraprofessional transition programs
 - II. New Sources
 - a. Educator Preparation Institutes (serves career changers and retirees from other professions and military)
 - 1. Colleges of education start new programs and convert post-baccalaureate “course work” to approved alternative certification programs
 - 2. Community colleges begin approved alternative certification programs
 - 3. Independent Colleges and Universities of Florida (ICUF) institutions start new programs and convert post-baccalaureate “course work” to approved alternative certification programs
 - b. Companies that help place qualified foreign exchange teachers
- **New Strategies for Obtaining and Retaining Effective Teachers**
 - I. Obtaining and Retaining Qualified Teachers
 - a. Conduct market research into the teacher workforce to determine which of the areas above can be more effectively and efficiently tapped for recruitment (this pulls from other states and Florida for all categories)
 - 1. Partnership with Florida Education Foundation for extensive research for marketing plan and public awareness campaign
 - 2. Florida participation in southern region state federal grant to collect and share workforce information
 - b. Survey teachers on why they stay in teaching and in Florida
 - c. Survey principals on the types of teachers who stay and which teachers they want to recruit and retain
 - d. Meet with district recruitment and personnel directors on what they need from the Department to be more successful
 - e. Request that the Legislature fund to a greater extent existing (or improved) tuition reimbursement and scholarships for critical shortage areas.
 - f. Partner with businesses to sponsor recruitment events and provide incentives for teachers such as low-cost loans, insurance, other incentives
 - g. Partner with tourism industry for enticing vacationers to stay and teach
 - h. Partner with Chambers of Commerce to recruit through businesses new to Florida (spouses)

- i. Improve the Teach-in and assist with regional fairs – must tailor to needs of large and especially small/rural districts
 - j. Revise SBOE rules to make College of Education approved teacher preparation program requirements more flexible
 - k. Research retention rates and practices in other professions requiring a bachelor's degree
 - l. Approach and implement recruitment and retention systematically in K-20 partnership with districts, Colleges of Education, and Community Colleges using a continuous improvement model based upon good data, including evaluations of the Department's recruitment programs
- II. Determine the Qualities of Effective Teachers
Research qualities of effective educators and then try to obtain educators with these qualities on the front end, and professionally develop current and new hires so that they continue to be effective.