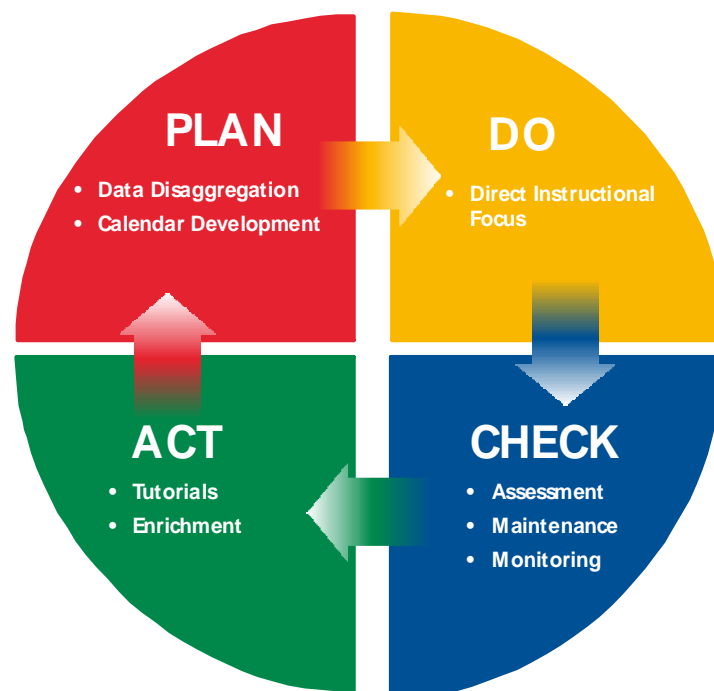


Florida's Comprehensive Plan for Acquiring and Retaining Qualified Effective Teachers April 2005



Florida Department of Education
Division of Public Schools

Bureau of Educator Recruitment, Development and Retention



Introduction



Research has continually indicated that the most important factor in individual student achievement is the **effectiveness of the teacher in the classroom**, with the leadership of the principal as the key determinant to the success of the school. Standards, technology, facilities, and instructional materials all contribute to a world-class education, but none are as significant a predictor of student success as the quality of the teacher. Based upon these principles, the Florida State Board of Education has adopted the task of acquiring and retaining highly effective teachers for all Florida students as its first *Strategic Imperative*.

Florida's population growth and teacher attrition rates are currently the two greatest factors driving the number of vacancies in Florida classrooms. Beginning in 2006-07 school year, a third factor of the

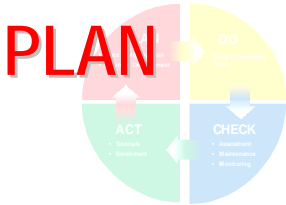
implementation of the 2001 "Class Size Amendment" to Florida's Constitution will become the second greatest contributor to the shortage of classroom teachers, **pushing projections from upwards of 21,000 vacancies to fill in 2005-06 to an unimaginable number of nearly 30,000 in 2006-07**. However, filling vacancies is only half of the issue. Principals reported that although they filled most of their vacant positions last year, it was much more difficult to accomplish, and the choices between candidates, if any, were much fewer.

To build upon the successes Florida's students have achieved in the last few years, **we must insist on attracting and retaining the brightest and best – and most dedicated – of our workforce into our classrooms**. Therefore, a comprehensive approach that attends both to recruiting, preparing, and supporting the effectiveness of new teachers, as well as to the recognition, professional development and improvement of veteran instructors is required. Additionally, "comprehensive" must also describe a plan that is inclusive of all stakeholders that form and influence the fabric of our education system: Department staff, colleges of education, community colleges, school district personnel staff, teachers, principals, parents, and the business community. Nothing less than the productive lives of each student attending a Florida school and the economic future of our state depend upon our success in this endeavor.

Florida's Continuous Improvement Model is changing the way educators approach instruction. Based upon a simple yet systematic **"plan-do-check-act"** approach to implementation, the system hinges on sound data collection and meaningful evaluation of all activities. The Department of Education has adopted this model as the framework for implementing our comprehensive plan for acquiring and retaining highly effective educators. The following pages explain the data, activities and assessments that the Department will undertake in this process, which in its best realization will provide high quality teachers while continually adapting to changes in the needs of schools, the workforce, and our state as a whole.

Framework for the Comprehensive Plan for Meeting Capacity Needs for Effective Teachers

Recruitment/Preparation		Retention/Recognition	
Plan		Plan	
Available Data 2003-04	Teachers Hired: Total : By Subject : By District Initial Certification Method College of Ed Graduate Data	Available Data 2003-04	Teacher Vacancies: Total Teacher Retention by District Teachers Out-of-Field by Subject Protocol Evaluation Data from District Professional Development Systems
Projected Data 2004 through 2007	Teachers Needed: Total : By Subject	Projected Data 2004 through 2007	Teachers Needed: Total : By Subject
Do		Do	
Collect New Data: Jumpstart	Personnel Staff Survey Principal Survey Teach-In Survey Small/rural District Recruiters	Collect New Data: Jumpstart	Teacher Survey NBCT Mentoring Study Principal Survey Effective Teacher Qualities Study
Collect New Data: Systemic	New Teacher Characteristics Market Research for Recruitment Develop Evaluation Methods for Current and New Initiatives	Collect New Data: Systemic	Veteran Teacher Characteristics Effective Coaching Practices Best New Teacher Support Programs Best Prof. Development Practices Effectiveness of Veteran Teachers
Implement Current Initiatives	Great Florida Teach-In Troops/Spouses to Teachers Transition to Teaching Grant Ed Prep Institutes Revise Rule for Teacher Ed Program Approval Wachovia Coaching Grant TeachinFlorida.com	Implement Current Initiatives	Protocol Reviews Recognition Programs (Teacher, Principal, Asst. Principal, School Related Employee of the Year) DELTA District Alt Cert Programs Web-mentoring Ed Prep Institutes Excellent Teaching Program
Implement New Initiatives	FEF Public Awareness Campaign District/Teacher/Principal Input	Implement New Initiatives	FEF Public Awareness Campaign District/Teacher/Principal Input
Check		Check	
Evaluate New and Current Initiatives	Based upon systems designed in "Do" phase	Evaluate New and Current Initiatives	Based upon systems designed in "Do" phase
Conduct Ongoing Research	Florida Educators and Schools Review of National Research Review of Other States' Practices	Conduct Ongoing Research	Florida Educators and Schools Review of National Research Review of Other States' Practices
Act		Act	
Based upon Data:	Make Improvements to Existing Programs Launch New Programs Abandon Ineffective Programs	Based upon Data:	Make Improvements to Existing Programs Launch New Programs Abandon Ineffective Programs



Because the Comprehensive Plan (the Plan) is being constructed and implemented while current efforts and programs are underway, initial planning is being based upon data that are currently available and upon planning for the execution of programs already in place. In fact, it is an examination of these data and their collection methods and the evaluation methods for current programs, that has led to the conclusion that we need more specific data, the collection of which comprises a large portion of the “Do” phase of the operation.

Demand

Years	Teacher Positions to Be Filled				Years	Teacher Positions to Be Filled			
	1 Projected Number of Teachers Prior Year	2 Number Needed to Replace Resigning Teachers	3 Needed Due to Enrollment Growth and Class Size Adjustment	4 Total Teacher Positions To Be Filled		1 Projected Number of Teachers Prior Year	2 Number Needed to Replace Resigning Teachers	3 Needed Due to Enrollment Growth and Class Size Adjustment	4 Total Teacher Positions To Be Filled
2004-05	147,955	13,892	7,621	21,313	2013-14	196,556	18,049	3,116	21,165
2005-06	155,576	14,157	5,402	19,559	2014-15	199,672	18,343	3,201	21,544
2006-07	160,978	14,649	**14,955	29,604	2015-16	202,873	18,483	2,963	21,446
2007-08	175,933	16,011	4,425	20,436	2016-17	205,836	18,759	2,580	21,339
2008-09	180,358	16,413	3,277	19,690	2017-18	208,416	18,994	2,511	21,505
2009-10	183,635	16,711	3,207	19,918	2018-19	210,927	19,219	2,070	21,289
2010-11	186,842	17,003	3,075	20,078	2019-20	212,997	19,621	1,857	21,478
2011-12	189,917	17,468	3,154	20,622	2020-21	214,854	19,788	2,007	21,795
2012-13	193,071	17,725	3,485	21,210					

*Classroom teachers only. Does not include guidance counselors, librarians, and other instructional personnel.
**First year that districts must meet class-size standards by school.

Figure 1 Projected Number of Teacher Positions to Be Filled

The Department’s Office of Evaluation and Reporting makes projections each year as to the number of classroom teacher positions that will be vacant in coming years. Figure 1 shows the projections taken from this year’s report published in November 2004, highlighting the jump in 2006-07 for Class Size implementation, and also showing that the need will be at least steady over the next several years. It should be noted that the calculations for the November report do not take into account the leading edge of baby-boomer retirement, a phenomenon that will greatly effect competition for high quality candidates in all job markets.¹

In addition to the overall number of classroom teachers needed, it is important to view this information by subject area and by district to further refine recruitment efforts. Figure 2 shows the number of classroom teachers needed projected for the 2004-05 and 2006-07 school years in the top areas of critical shortage. Figure 3 displays the districts that have the greatest percentage of staff to replace over the next two years. Yet a more critical analysis of the data is still needed over time.

	2004-05	2006-07
Math	1,644	2,308
Science	1,376	1,938
Reading	576	936
Special Education	3,218	3,232
ESOL	630	1,100
Foreign Language	415	574

Figure 2 Vacancies by Area of Greatest Shortage

District Name	% of Staff to Fill 05 through 07
Miami-Dade	48.4
Palm Beach	40.4
Osceola	38.8
Flagler	38.0
Broward	34.6
Manatee	34.4

Figure 3 Districts with Greatest % of Staff to Fill

¹ Carnevale, A.P., & Deroschers, D. M. (2004). *Standards for what? The economic roots of K-16 reform*. Princeton, NJ: Educational Testing Service.

Supply

During the 2003-04 school year 20,521 new certificates were issued to individuals who had never before held a Florida Educator's Certificate. Of that total, 4,016 were Professional Certificates issued based upon reciprocity, or recognition of another state's standard certificate for issuance of a Florida Professional Certificate. Legislation passed in 2002 providing for the use of full reciprocity was the first of its kind passed by any state in the US, and has significantly increased the number of teachers who qualify for a Professional Certificate upon application (and receipt of cleared fingerprints). This provision is consistently reported by school district administrators as an effective recruiting and placement tool.

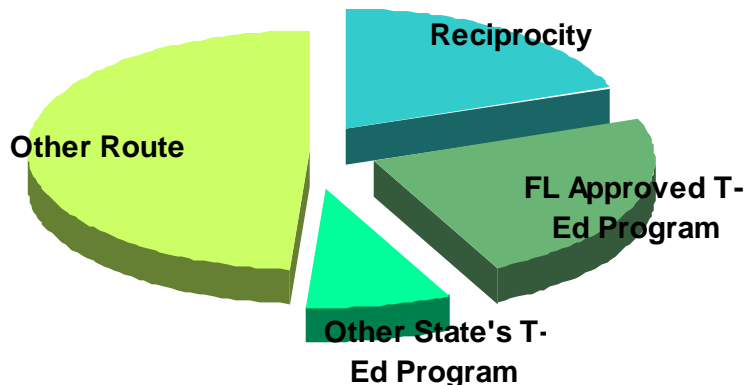
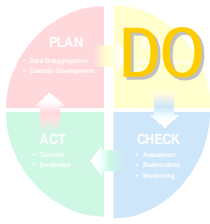


Figure 4 Graphic Representation of New Certificates Issued during the 2003-204 School Year by Method of Certification

Colleges of Education at state universities, independent colleges and community colleges produced approximately 6,500 graduates in 2002-03, about half of which stayed to teach in Florida public schools the following year. Of the new certificates issued in 2003-04, 4,756 were based upon completion of a Florida approved teacher preparation program and 1,709 were based upon an out-of-state approved teacher preparation program. Therefore, a significant number of these 2003-04 certificates were based upon degrees earned in year prior to 2002-03, indicating that an additional percentage (what percentage is not calculated) of graduates do eventually become teachers in this state, if not immediately upon graduation.

The remaining 10,040 certificates issued in 2003-04 were additional Temporary Certificates issued to teachers, most of whom needed to complete training to meet eligibility for a Professional Certificate. The implications of these data are significant for institutions and school districts who must train these teachers along with the ranks of teachers already in the system completing training under a Temporary Certificate. District alternative certification programs (ACPs) produced about 830 completers in 2003-04 with over 2,200 currently in the "pipeline." A number of other Temporary Certificate holders who need teacher training attend institutions, either taking individual college courses as provided for in State Board rule or completing MAT (Master of Arts in Teaching) programs. District ACPs were piloted in 2000-2001 and were required in all districts statewide beginning in 2002. Statutorily required to be competency-based, on-the-job training with a pre-assessment, a short preservice component and a mentor, participants are required to demonstrate the Educator Accomplished Practices and pass the Professional Education Test prior to program completion. Florida's model program, featured on the US DOE website and the first of its kind in the nation, is a true non-credit, individualized alternative to the traditional degree program. However, districts' limited resources prevent offering this option to all new employees.

Educator Preparation Institutes (EPIs) were established in statute in 2004, and provide Florida-based post-secondary institutions the opportunity to offer competency-based teacher training programs to bachelor's degree holders. EPIs will provide another opportunity for some of these individuals, as well as some seeking preservice training, to complete a planned program of teacher training which is competency-based. It is anticipated that the more streamlined, yet comprehensive, training offered through EPIs will both attract an additional cadre of individuals to the teaching profession, and better serve those who are seeking an alternative to a master's degree in education, but cannot be accommodated in a district ACP.



Given the data that are available and the needs to be addressed, what, then do we do? This phase of the plan can be divided into two parts: (1) collection of additional data and (2) implementation of current programs.

New Data

A report published in 2003 by the Education Commission of the States (ECS) entitled *Eight Questions on Teacher Preparation: What Does the Research Say?* took stock of research addressing questions of teacher preparation related to effective teaching. A summary of the conclusions is that, although there is some research on teacher preparation that can be helpful, there is not enough research addressing the issues of teacher quality to be conclusive on the effects of any aspect of teacher training.² In Florida, where our experience and capabilities in K-12 student and staff data collection exceed those of most states, there are still data sets that relate to teacher qualities, training, and background that are lacking. These data could yield for us valuable information useful in determining how we can efficiently go about finding and keeping the most effective teachers for our classrooms. Additionally, since the Department plays an assistive role to school districts in this process, and we are seeking a comprehensive approach, data from those most directly involved in teaching and teacher employment must have input.

The “new data” will include:

- Initial surveys, then regular input, from district personnel staff, principals and teachers, including a focus on small/rural district needs
- Market research (sponsored by the Florida Education Foundation) on the potential teacher workforce
- Studies on effective teacher characteristics (new and veteran teachers), mentoring practices of National Board Certified Teachers, effective coaching practices, best practices for new teacher support programs, and best practices in Florida district professional development systems
- Evaluations of the Department’s current recruitment, preparation, recognition and retention programs.

To strive both for the least time spent by districts and educators in responding and for the highest reliability possible for the data, every effort will be made to collect data via established reporting mechanisms.

Current Programs

The Department conducts a number of programs through the Bureau of Educator Recruitment, Development and Retention, each of which is in various stages of implementation for this fiscal year.

Programs include:

- **The Great Florida Teach-In.** To be held this year June 22-23rd at the Orange County Convention Center; last year over 1,900 candidates from across the country attended with more than 500 jobs in Florida districts directly attributable to the Teach-In.
- **TeachinFlorida.com.** Florida’s official recruitment website offers applicants an opportunity to post resumes and districts the option to post vacancies, job fair information and links; the site also provides professional development notices, a Teacher Toolkit, links and promising practices.

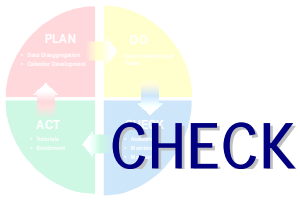
² Allen, Michael, (2003), *Eight Questions on Teacher Preparation: What Does the Research Say?*. Denver, CO: Education Commission of the States.

- **Additional Web-based Resources.** Tele-mentoring services are provided by accomplished veteran teachers on a request basis through TeachinFlorida.com; a new Virtual Teacher Center called *Start with Success* provides resources 24/7 for new teachers and substitute teachers on classroom management, curriculum, assessment, and instructional practices.
- **Troops to Teachers and Spouses to Teachers.** Florida supports these Federal programs which provide financial assistance and services to retired military personnel and spouses of service personnel who desire to teach in Florida. Florida's program has the third highest placement rate of any state.
- **Educator Preparation Institutes.** Statutory authority provided in 2004 for post-secondary institutions to provide teacher training in the areas of professional development for certified teachers, substitute teacher training, paraprofessional training, and alternative certification for bachelor's degree holders.
- **Initial and Continuing Approval of Teacher Preparation Degree Programs in Colleges and Universities.** This process is currently under review for significant revision to the State Board rule.
- **Review of District Professional Development Systems.** Florida leads the nation in establishing the Protocol for professional development systems; currently completing the second year of a three-year review cycle for all school districts. Systems are evaluated on planning, delivery, evaluation and follow-up at the district, school and individual teacher levels. Noted deficiencies are revisited by districts and evaluators; highly rated components are recorded as promising practices for use by all school districts.
- **Educator Recognition Programs.** Teacher of the Year, Principal of the Year, Assistant Principal of the Year, School Related Employee of the Year, and Milken Family Educator Awards programs are all coordinated and supported through the Bureau.
- **Dale Hickam Excellent Teaching Program.** Provides application scholarships and bonus awards to teachers completing National Board Certification (NBC); additional bonus money is provided to those NBC Teachers who also complete mentoring in accordance with State Board rule.
- **Federal Grant Programs.** Transition to Teaching grant allows the Department to support and evaluate three districts who have recruited teachers into their alternative certification programs; Wachovia Coaching grant has afforded a team from Florida to pilot with the intention to implement state-wide instructional coaches to assist new teachers and teachers in alternative certification programs.
- **DELTA: Developing Educational Leaders for Tomorrow's Achievers.** Principal training focusing on instructional leadership and leading to levels of recognition and award. Principal leadership greatly impacts school success, and has been shown to impact teacher recruitment, satisfaction and retention.

New Initiatives

Given the need to assess the effectiveness of current programs and gather data on needs of school districts and educators, only two new initiatives are being proposed at this time (Educator Preparation Institutes is listed as a current initiative since implementation began in December 2004).

- **Public Awareness Campaign on Teaching in Florida.** Sponsored by the Florida Education Foundation, a thorough and far-reaching public awareness campaign, including print and broadcast media, will be designed, developed and executed to promote the importance of effective teachers. Although primarily a recruitment campaign, positive residual effects on retention are anticipated through elevation of teachers and teaching in this state.
- **Consistent method for district/teacher/principal input.** Establish regular communication with these educators and administrators on recruitment and retention is vital to collaborative success.



Monitoring of progress and summative evaluations of programs and activities are essential to determine success. The Bureau is in the process of determining the evaluation methods and data that can be collected about existing programs in recruitment, recognition and retention, as well as mean to evaluate new initiatives. These evaluations must include quantitative (i.e., How many teachers did we get?) and qualitative (i.e., What aspect of participation in an EPI has most helped to create a positive attitude for a new teacher about the first year of teaching?), as well as ongoing research.

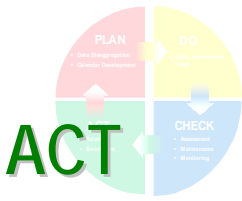
Current Program Evaluation

Some evaluations elements are in place for existing programs, such as data on the state of origin of candidates who participate in the Great Florida Teach-In. However, a more systematic approach is being taken to the evaluation process. The chart below in Figure 5 is a starting point investigating the elements that are now evaluated in existing programs, and what may be possible for future evaluations.

Program	Current Evaluation Elements	Proposed Evaluation Elements
Great Florida Teach-In	<ul style="list-style-type: none"> ▪ Candidate's State of Origin ▪ # of districts attending ▪ # of candidates attending ▪ # of contracts offered on site ▪ Estimated # of jobs obtained ▪ District satisfaction survey 	<ul style="list-style-type: none"> ▪ Cleaner current data ▪ Candidate's previous "career"
TeachinFlorida.com	<ul style="list-style-type: none"> ▪ Emails from users and districts ▪ # of hits for specified pages 	<ul style="list-style-type: none"> ▪ Online survey for users ▪ District personnel staff survey and workgroup for improvements
Dale Hickam Excellent Teaching Program	<ul style="list-style-type: none"> ▪ General study conducted in 2001 	<ul style="list-style-type: none"> ▪ Mentoring practices study ▪ Study on student achievement affects
Transition to Teaching	<ul style="list-style-type: none"> ▪ Brief survey required for grant 	<ul style="list-style-type: none"> ▪ Study to compare candidates retention, success rates across programs
Educator Prep Institutes	<ul style="list-style-type: none"> ▪ N/A (new) 	<ul style="list-style-type: none"> ▪ Add completers to ongoing longitudinal study comparing student achievement data between teachers certified via different routes

Figure 5 Sample of Existing Programs with Extant and Potential Evaluation Methods

On-going research is considered separate from program evaluations in this report in that the research may be conducted on cadres or groups of teachers, principals, etc., that is not tied directly to the effects of a program. In other words, in our evaluations the program itself or an aspect of it will be an "independent" variable. In our category of ongoing research, aspects of teacher training, support or background, for example, may be studied independently with the hope of utilizing that information to affect aspects of programs in which the Department invests.



This section of the report is the most limited by nature, since the actions taken in this stage will be primarily dependent upon the activities undertaken in the “Do” phase and the outcomes of their evaluations in the “Check” phase. However, it is essential to delineate the three general actions that will be taken as results are analyzed.

As a result of data analysis of programs and research each program will be treated with one of the following types of actions:

1. **Keep and make improvements to the existing program.** This can mean small or large enhancements to activities or resources allocations, or deleting activities or resources within a program.
2. **Abandon ineffective programs.** An analysis of the data and resources dedicated to each program may reveal that some programs yield only small benefits while devouring a disproportionate amount of resources (staff and/or funds). Since resources are finite, it is important to take a hard look at programs, even if they are long-standing traditions, and stop the activities, if there are not sufficient results.
3. **Launch new programs.** Perhaps the data will reveal the need to “do something different” to achieve the results needed. Any new program will require proper planning, including the method(s) of evaluation.

Conclusion

Given the importance, enormity and complexity of the task to acquire and retain highly effective teachers to meet classroom needs into the future, a systematic thorough approach is the most essential element both for initial success and sustainability into the future. Because this report is not merely a static document to display “status in time,” this plan and associated report will naturally be under continual revision, as this is a living, dynamic process, and perhaps one of the most important that our generation of Floridians can undertake for the generations to come.