

Teacher Shortage Crisis

State Board of Education

October 2005

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.

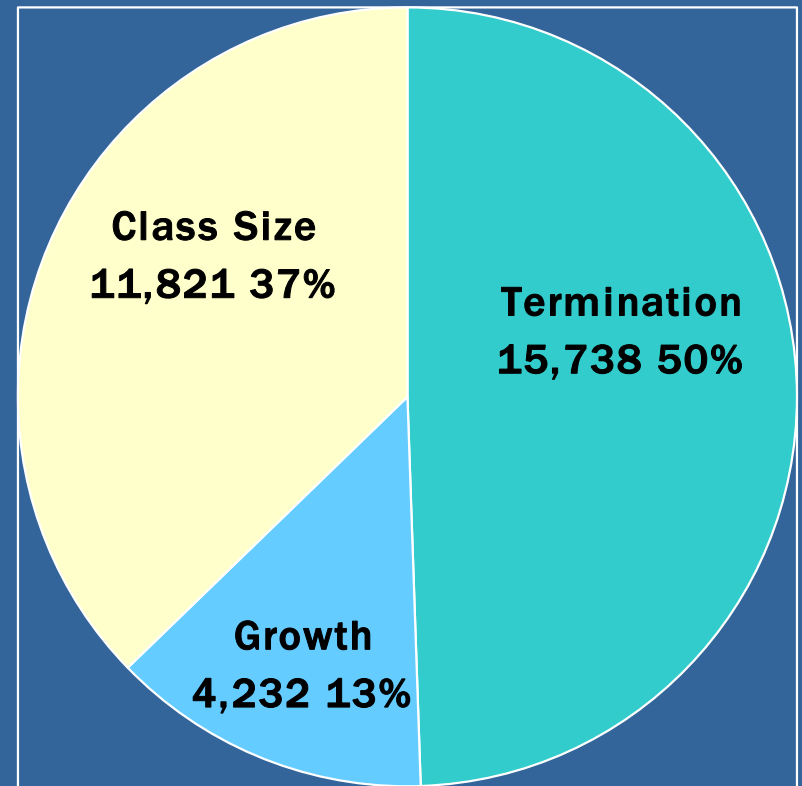
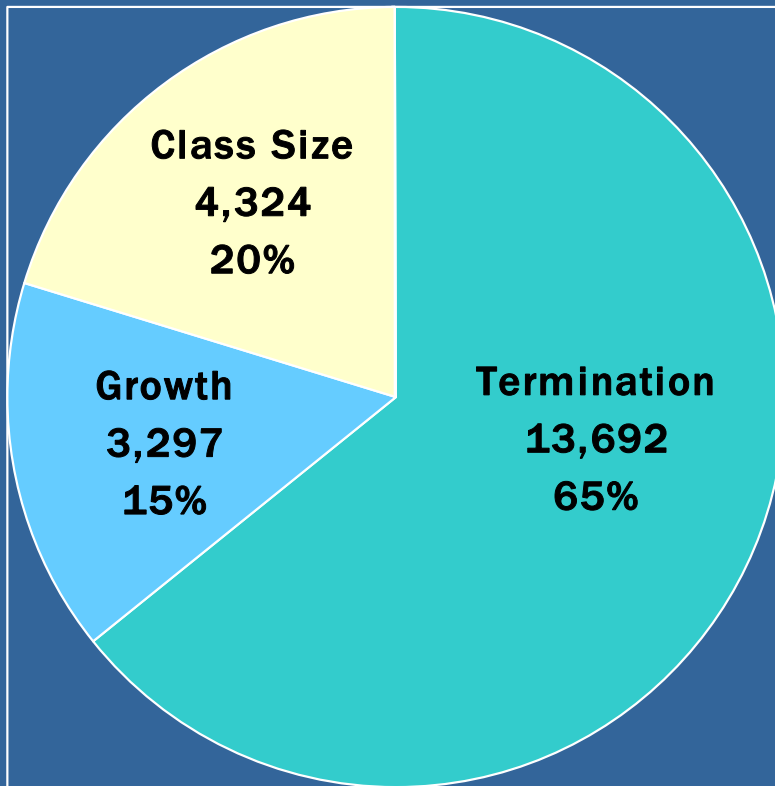
Comprehensive Plan Steps

**TARGET: 31,791
Vacancies Filled by
August 2006**

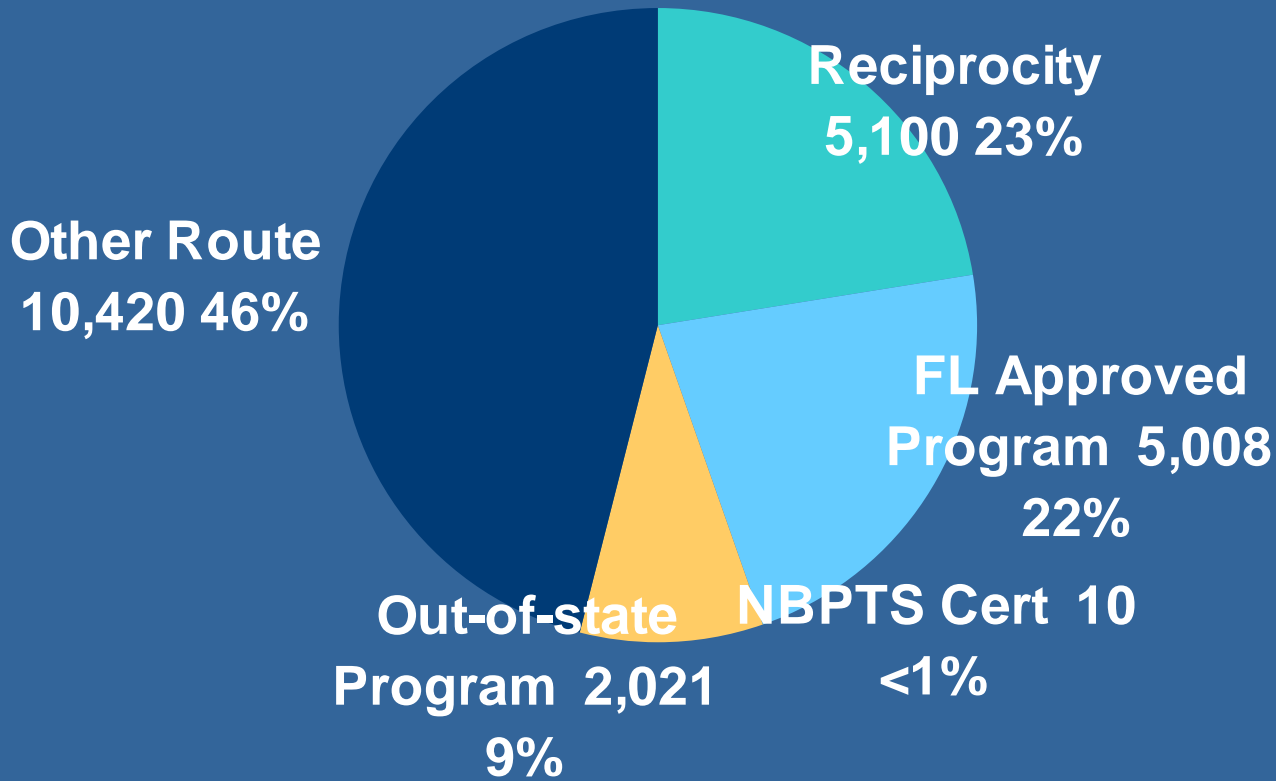
Projected Needs

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

2006-07: **31,791**
teachers needed*

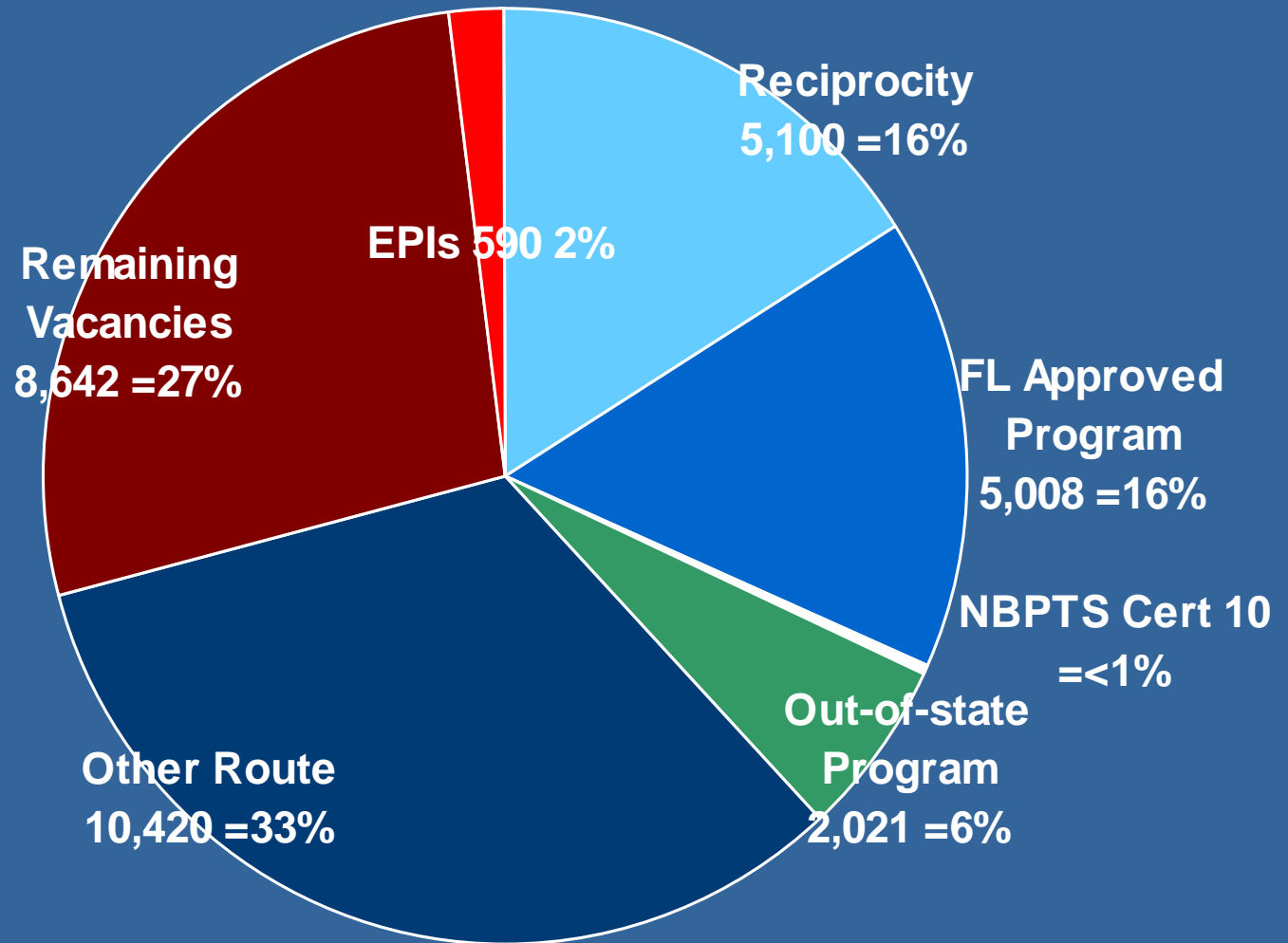


2004-05 Initial Certificate Routes



22,617 "First time" Certificates Issued

31,791 2006-07 Teacher Vacancies



8,642 Vacancies Still to Be Addressed

Increased Efficiency in Certificate Issuance

- 43% more certificates issued in 2003-04 than in 2002-03
- 60% of applications now received online
- 99.5% of certificates issued within 30 days
- 98% of all applications processed within 30 days
- Average of 11,881 files processed per month over the last year

Comp Plan Steps

1. Separate the vacancy numbers
 - Positions to address through recruitment/preparation
 - Positions to address through retention
2. Target high-need subjects/areas
3. Look to research and data for
 - "Reasons" teachers come/don't come, stay/don't stay
 - Qualities of effective teachers
4. Connect Comp Plan activities with (1) Vacancy Numbers, (2) Subjects, (3) Reasons
5. Project numbers of teachers acquired or retained based upon selected activities

Projected Needs 2006-07

Growth	4,232
Class Size	11,821
Est. Retirements	2,990
+ <u>Involuntary Terminations</u>	<u>2,518</u>
Recruitment Vacancies	21,561

<u>Voluntary Terminations</u>	<u>10,230</u>
Retention Vacancies	10,230

The Florida Perspective

- Input collected from colleges of education, teachers, principals, district staff and teacher educators
- Initial surveys last spring indicated that:
 - Colleges of education support the rule revision
 - An overwhelming majority of responding teachers determine whether to stay in or leave their jobs based upon:
 - The level of administrative support
 - Salary and benefit issues
 - Parent and student relationships

To Teach or Not to Teach...

What Matters

- The opportunity to make a difference
- “Affordable” compensation and recognition for success
- Empowerment to succeed
 - The quality and support of the administrator
 - Preparedness to teach in today’s schools
 - Professional environment, development, and support
 - Parental support

Recruitment Strategies and Activities

- Public Awareness Campaign
 - Partnership with Florida Education Foundation
 - Cooper DDB is providing market research, design of campaign, and production/execution
 - To increase awareness of the need for effective teaching and recruit high caliber people into teaching positions in Florida
 - Campaign will include methods of data collection for tracking recruits into teaching

Recruitment Strategies and Activities

- Great Florida Teach-In
 - 2004: 775/1769 hires/registrants = 43% hired
 - 2005: 3031 registrants = projected 1303 hired
 - 2006: change marketing and registration processes to attract candidates in high-need subjects
 - Goals: exceed 1837 hires with increased percentages of candidates hired in high-need subjects
- Increase Florida's presence in venues for math, science, other high-need area teachers

Recruitment Strategies and Activities

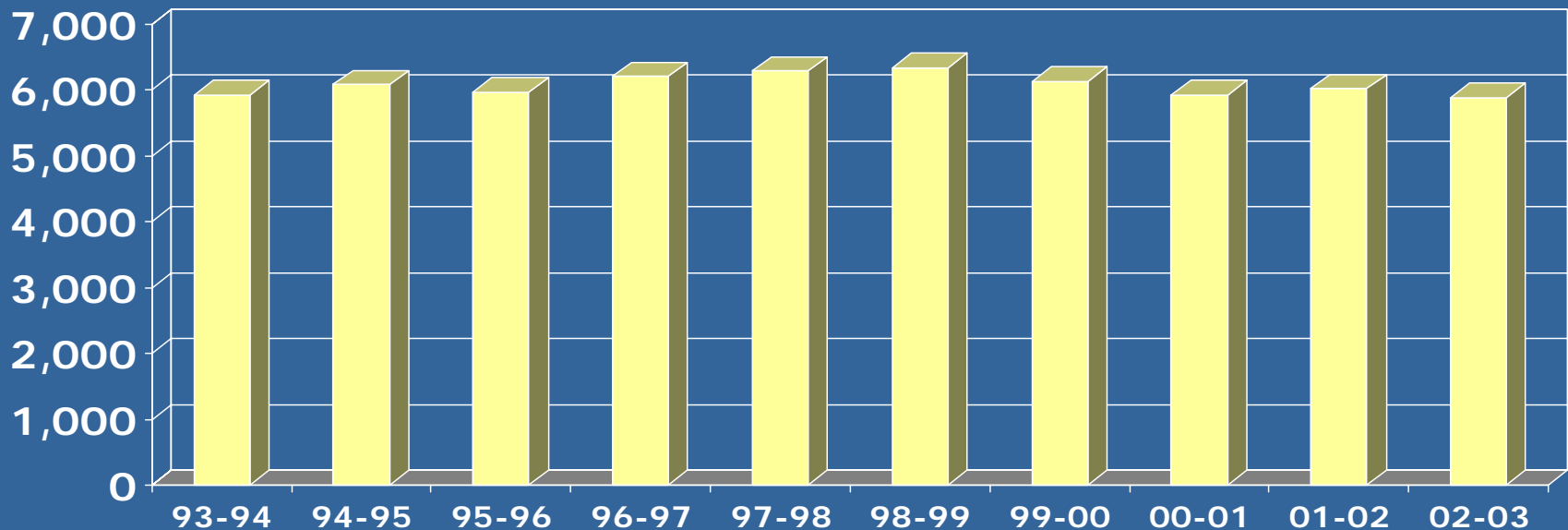
- Supporting District Recruitment Efforts
 - District Recruiter “mini summit” at FASPA conference
 - 34% of new teachers come with an out-of-state certificate or teacher ed program degree
- Improving Teacher Prep Program Approval Rule to add flexibility and accountability
 - Target: January 2006 for presentation to SBOE
 - 2003-04 graduates:
 - 84% were FL school teachers in 2004-05
 - Less than half of those were first year teachers

Teacher Preparation Routes

1. Initial Teacher Education Programs
2. School District Alternative Certification Programs
3. Educator Preparation Institute Alternative Certification Programs
4. Temporary Certificate-holders who complete isolated college courses in professional preparation (Chapter 6A-4.002, FAC)

SUS State-Approved Initial Educator Preparation Programs

Completers

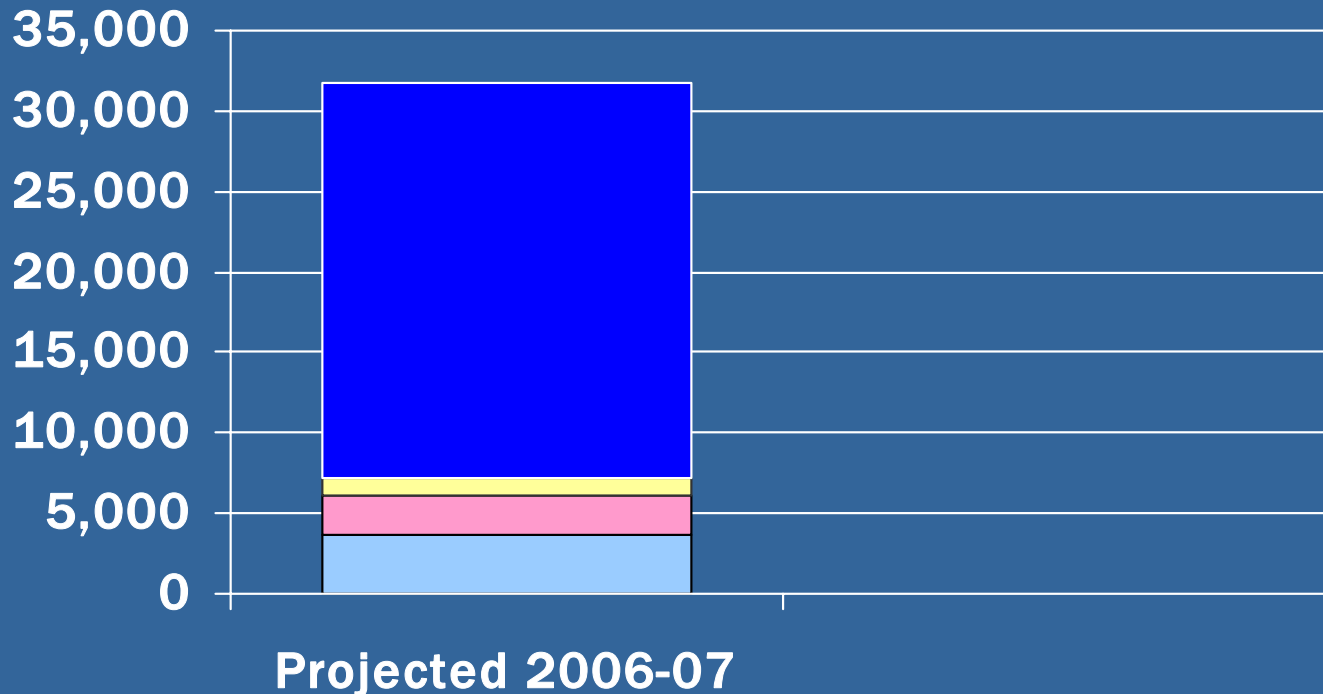


- Retention is good, once candidates are in the programs.
- Programs have been able to maintain enrollments.

SUS NET Program

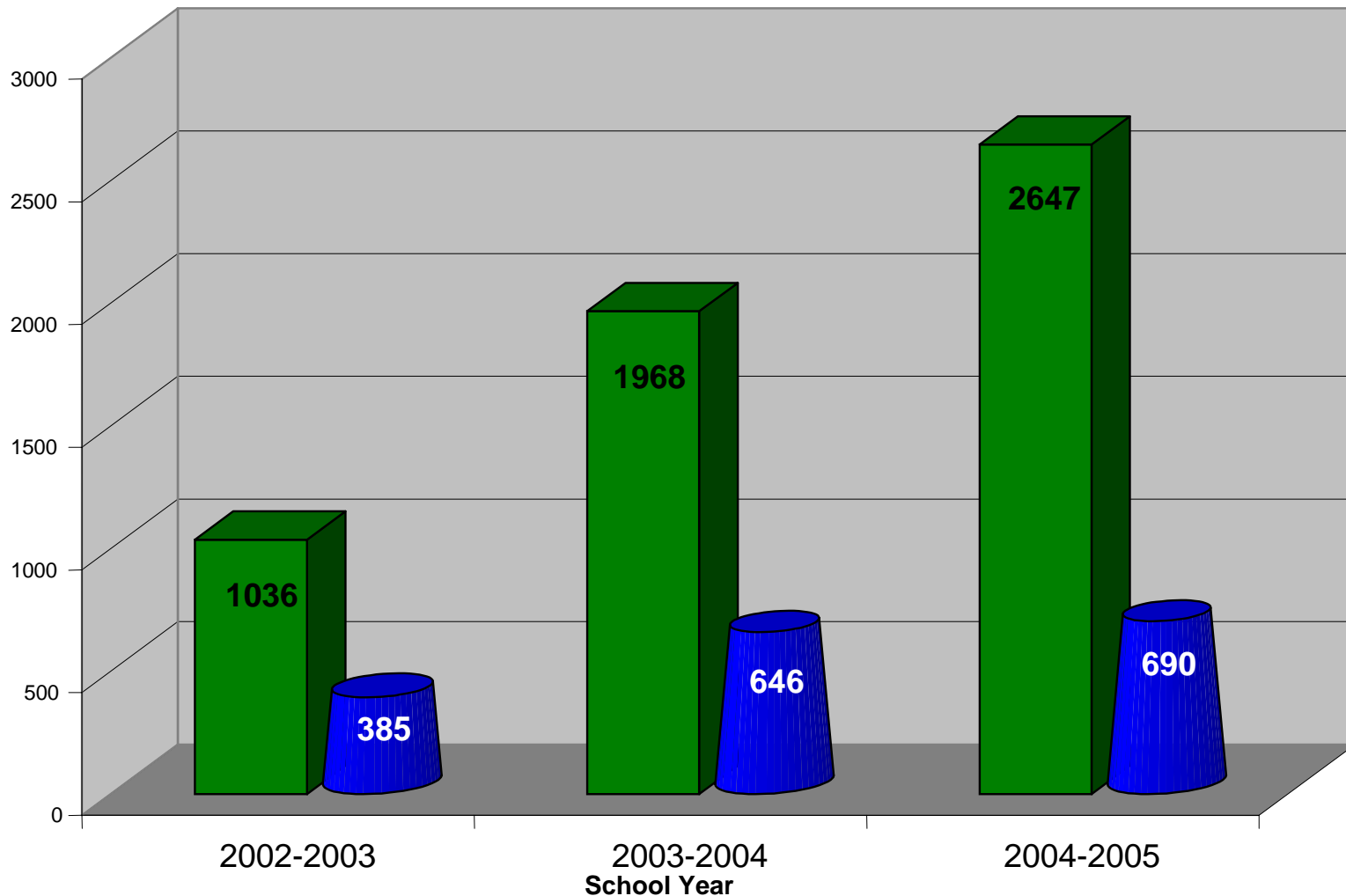
- \$11 million requested Program features
 - Program Features
 - Accelerated Programs: post baccalaureate programs such as EPI's and MAT's
 - Program Enhancements; marketing, recruiters, additional faculty, and student incentives
 - Program Outcomes
 - increasing enrollment by 1500-1800 students
 - increasing completers by 20% per year

Graph of Resulting NET Gain



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

District Certification Program Participant Data 2004-05



■ Participants ■ Completers

Educator Preparation Institutes

- 13 community colleges approved to offer non-credit model program
- St. Pete College approved to offer “for credit” competency-based Alt. Cert. program
- FAU approved to offer professional development
- UWF approved to offer “online” model for competency-based Alt. Cert.
- Approximately 590 participants currently enrolled in Community College joint model programs

Retention Strategies and Activities

■ DELTA

- Providing professional development to increase the principal's ability to lead and support teachers and provide a strong instructional environment
- 91% of teachers indicate the principal's level of support as a significant influence in their staying in a teaching position

■ Florida Teacher Advancement Program

- Implementing the Milken Career Ladder and Professional Development System in selected schools
- Data provide insight into effects of performance pay, career ladder, and professional environment
- 2005-06: Gadsden and Lake Counties

Retention Strategies and Activities

- Professional Development
 - Protocol reviews
 - Districts provide training based upon school improvement goals and needs
 - Training is then used in classrooms to improve student achievement
 - Examine data on...
 - Teachers taking inservice in high-need certification areas; inservice/college credit completed for renewal
 - Current teachers enrolled in advanced teacher education programs

Retention Strategies and Activities

- Legislative Agenda for Teachers
 - Performance and Differentiated Pay
 - LBR for Strategic Imperatives #1 and #4
 - Mentoring and Coaching changes for NBCT's and Teacher Support Programs
- RFP released to districts for providing support programs for teachers newly assigned to high-need schools, classes, and/or subjects
- Mentoring study results (ESC) released soon
- Miami-Dade Partnership to support Urban Leadership Development Programs

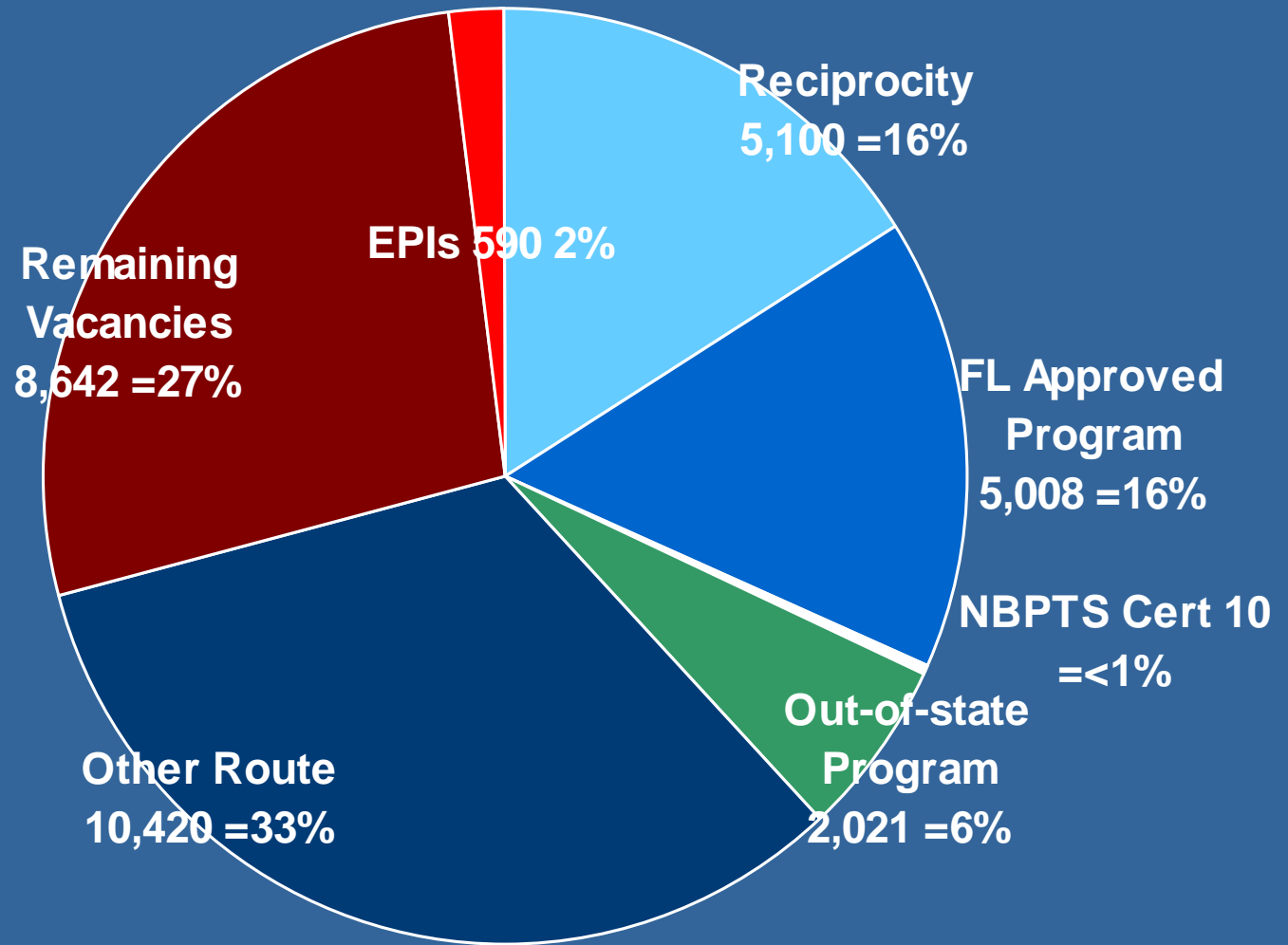
Retention Strategies and Activities

- Recognition of Excellence
 - Teacher of the Year; Outstanding Principal and Assistant Principal Achievement Awards; School Related Employee of the Year; Milken Educator Awards
 - Benefits:
 - Educator's receive recognition for success
 - Builds partnerships with private sector
 - Roundtables provide venue for obtaining their input and insight into what works
- Involve parents in teacher quality and retention
 - Communicating with Florida PTA
 - Working with local and regional Education Foundations to support district activities

Department Initiatives Summary

- Using Class-size dollars for teacher pay
- Performance-based pay
 - Critical need subject areas, high-need classrooms
 - High performers
- Providing more flexibility and performance accountability in teacher preparation programs
- Promoting a variety of paths to certification
- Stepping up recruitment and targeting support
- Building partnerships to improve retention
- Supporting research-based teacher support programs

31,791 2006-07 Teacher Vacancies



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