

October 17, 2006

State Board of Education Teacher Workshop Proposed Policy Initiatives

Teacher Preparation

1. Support and expand innovative programs that provide teacher candidates increased time in a variety of classroom settings (internships) throughout the program.
2. Build on the established standards and develop a competency-based accountability model that is easily understood by the public for (1) all teacher preparation programs in colleges of education, (2) Educator Preparation Institutes, and (3) alternative certification programs delivered by Florida school districts.

Teacher Recruitment and Retention

3. Seek financial support for continued recruitment efforts in states with surpluses.
4. Seek financial support for incentives for entering/completing approved programs in Florida institutions and then teaching in Florida schools.
5. Consider funding enrollment in colleges of education at SUS institutions separately from funding for other programs.
6. Building on current initiatives, seek to develop partnerships with postsecondary institutions and districts, specifically to encourage recruitment of minority students into teaching.
7. Teachers that are identified in the state's top 25% when it comes to improved student achievement three out of five years should be automatically recertified and be deemed mentor teachers. Mentor teachers will coach aspiring teachers and receive a stipend for mentoring.
8. In conjunction with high school reform efforts, require every high school in Florida to offer a teaching major and create a teaching academy.
9. Seek additional funding for William Cecil Golden Leadership Training.
10. Fully implement Paperwork Reduction Task Force recommendations.

Teacher Compensation

11. Create a five-district pilot program, implementing an 11-month contract for teachers.
12. STAR: Ensure recurring funding.
13. Evaluate effectiveness of differentiated pay (performance and incentive) to determine the impact on student achievement and appropriate levels of funding.

Teacher Effectiveness

14. Conduct a comparative study to identify the relative effectiveness of teachers from various teacher preparation entities.
15. Conduct research regarding teacher effectiveness.
16. Encourage Colleges of Education to partner with practicing teachers to conduct action research on effective practices.
17. Encourage districts to evaluate the effectiveness of professional development based on changes in classroom practice and improvement in student achievement.