

# The State of Teacher Quality and Supply in Florida

State Board of Education  
Workshop  
October 17, 2006

Dr. Cheri Pierson Yecke  
K-12 Chancellor



# Topics and Format

We will address quality and supply in:

1. Teacher Preparation
2. Teacher Recruitment and Retention
3. Teacher Compensation

We will organize the discussion by:

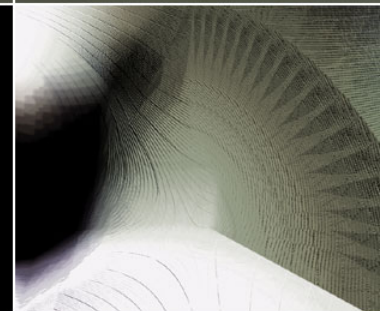
- o Florida's current status
- o National research findings and recommendations
- o Florida's response to recommendations
- o Policy issues for member discussion

# National Research Studies

## Agenda

- o Koret Task Force
- o Hamilton Report
- o Educating School Teachers Study
- o College Board Report
- o Louisiana Story
- o New York Study

# Introduction: Issues on Quality and Quantity



# Equating Quality with Effectiveness

- o Before states began seriously and systematically measuring student academic performance, teacher quality was based only on “input” activities and subjective observations.
- o Until now, we have had a disconnect between each teacher’s preparation, evaluation, compensation, and professional development and his/her students’ achievement.



# Teacher Demand 2007-08

Projected demand for  
2007-08 in Florida public schools:

- o 21,875 = teachers needed to fill classroom vacancies
- o 179,535 = projected classroom teacher workforce
- o Projected vacancies are 12% of projected total classroom teacher workforce

# Projected Needs 2007-2008

## By Subject Area

Elementary Education	7,669
*Exceptional Student Ed	2,368
English/Language Arts	2,311
*Math	1,619
*Science	1,419
Social Studies	1,114
*Reading	509
*ESOL	491

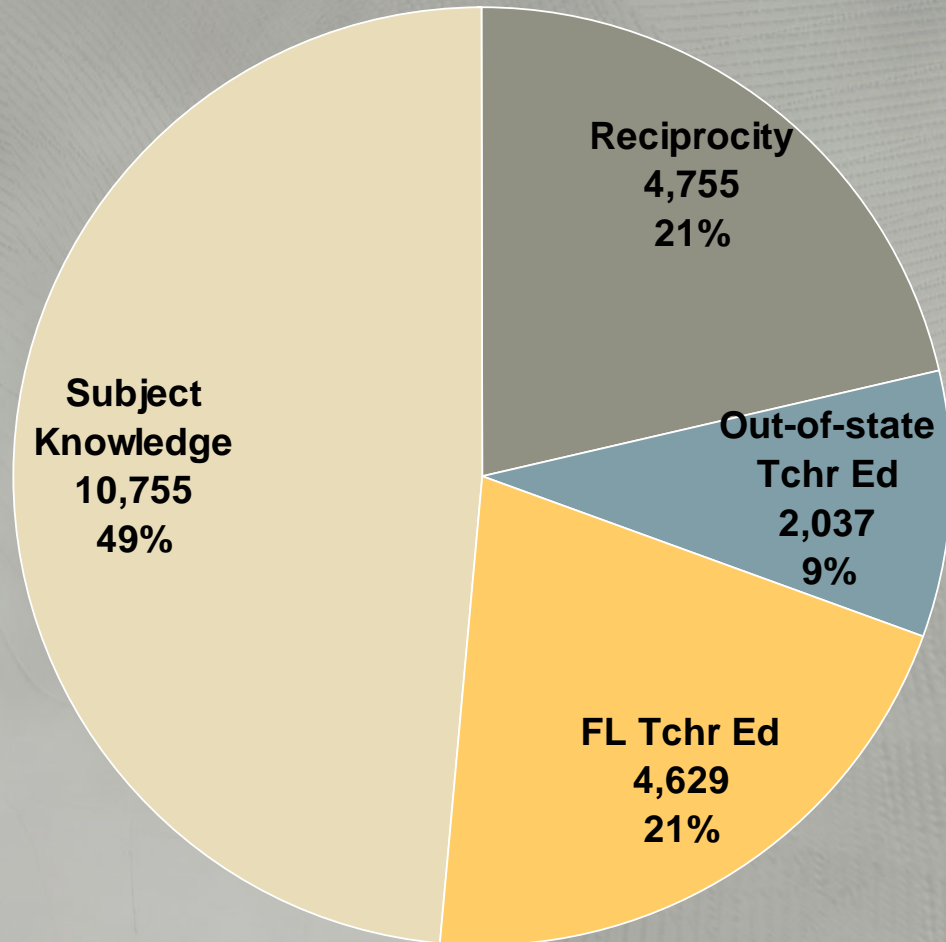
\*Denotes Critical Teacher Shortage

# Teacher Supply

## New Certificates Issued 2005-06

**22,254**

Temporary and Professional Certificates were issued to first-time Florida certificate holders during 2005-06.



# Teacher Effectiveness: Issues for Policy Discussion

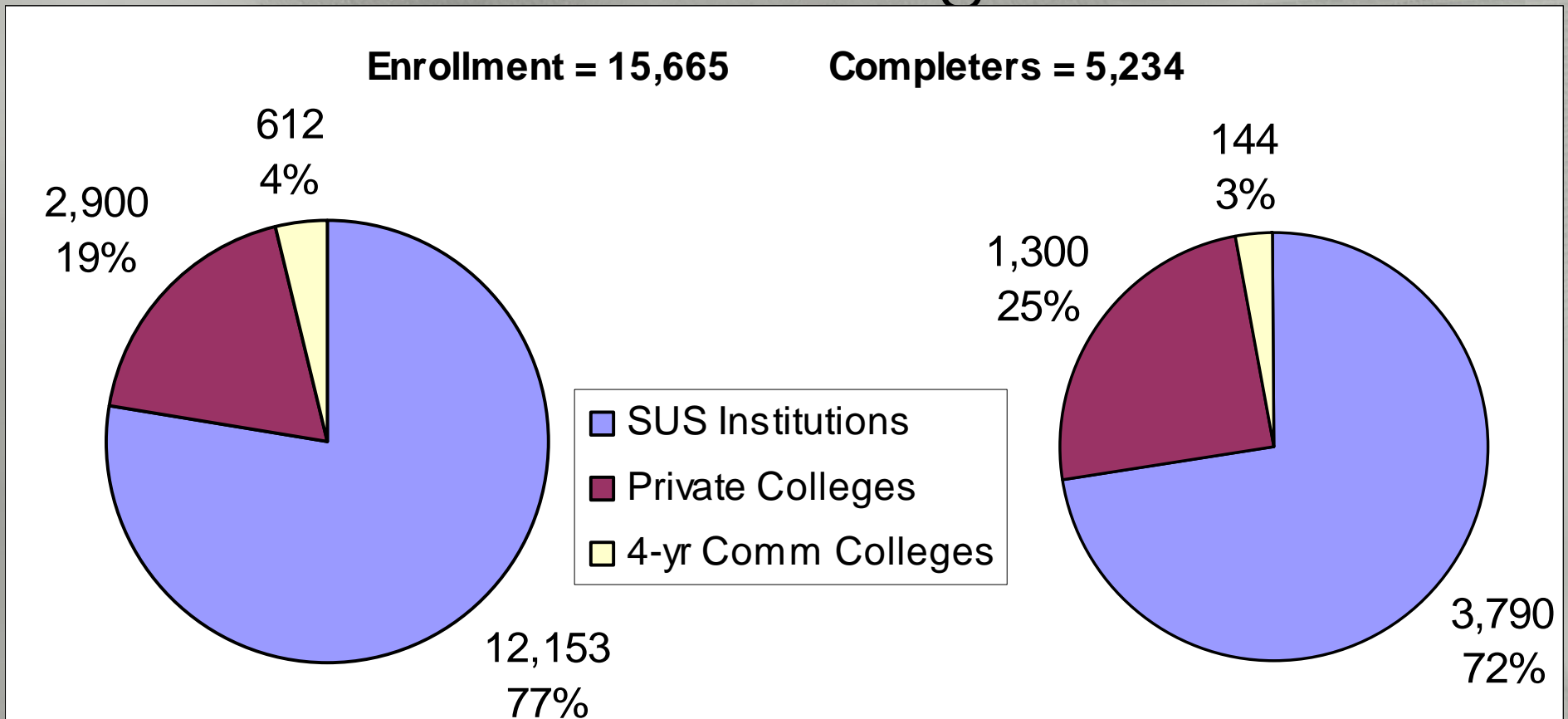
- o Conduct a comparative study to identify the relative effectiveness of teachers from various teacher preparation entities
- o Conduct research regarding teacher effectiveness
- o Encourage Colleges of Education to partner with practicing teachers to conduct action research on effective practices
-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

# Teacher Preparation

- Types of Teacher Preparation Programs
- Rates of Production
- Quality
- National Research and Recommendations
- Issues for Discussion



# Enrollment and Completers: Initial Certification Programs 2005-06

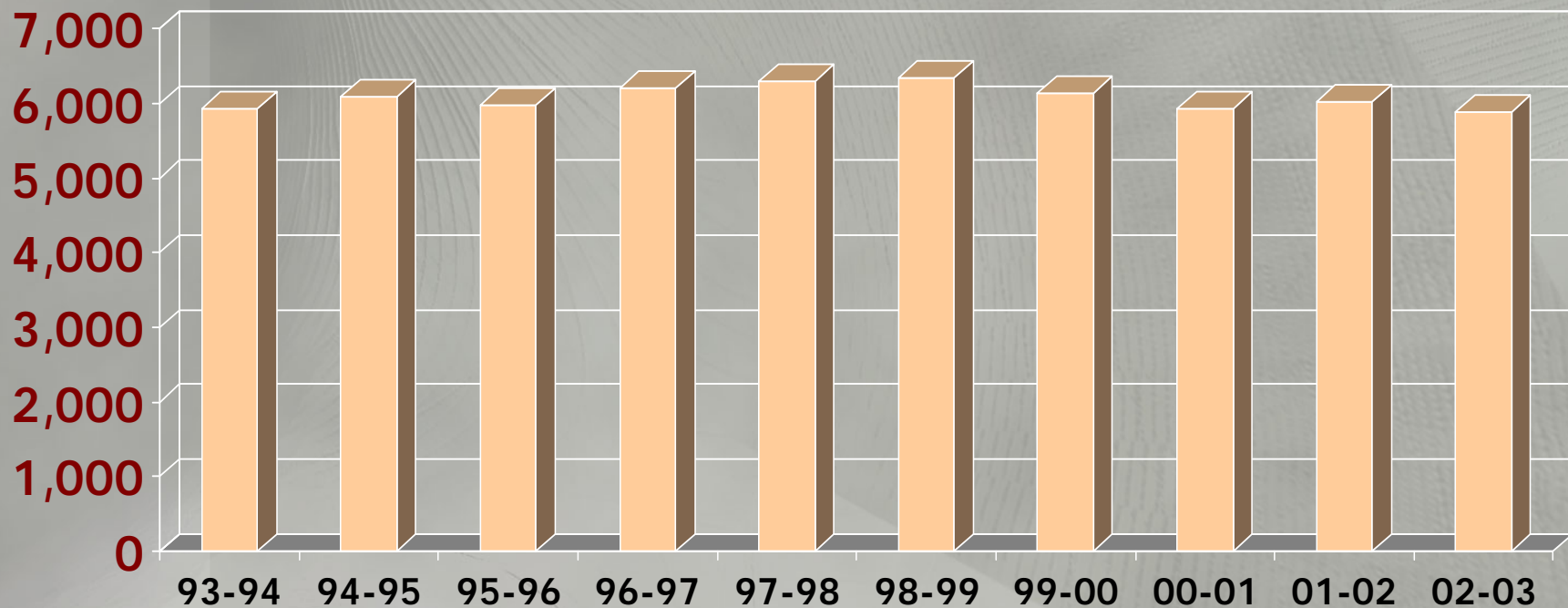


Data Sources: Board of Governors, Division of Community Colleges and Workforce Development, Private Colleges of Education

\*Private college of education data are estimated based upon institutions' current method of reporting

# SUS State-Approved Initial Educator Preparation Programs

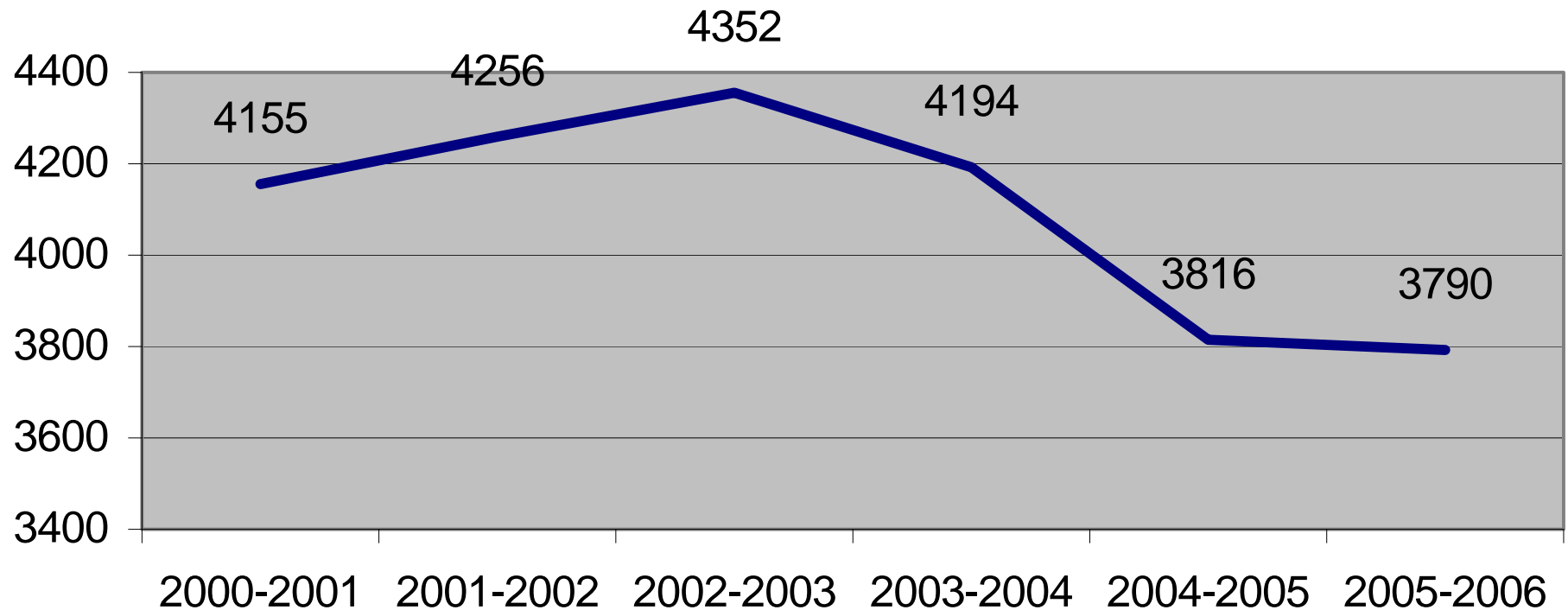
Completer totals are for all programs including Educational Leadership and other advanced programs



Data Source: Board of Governors, January 2005

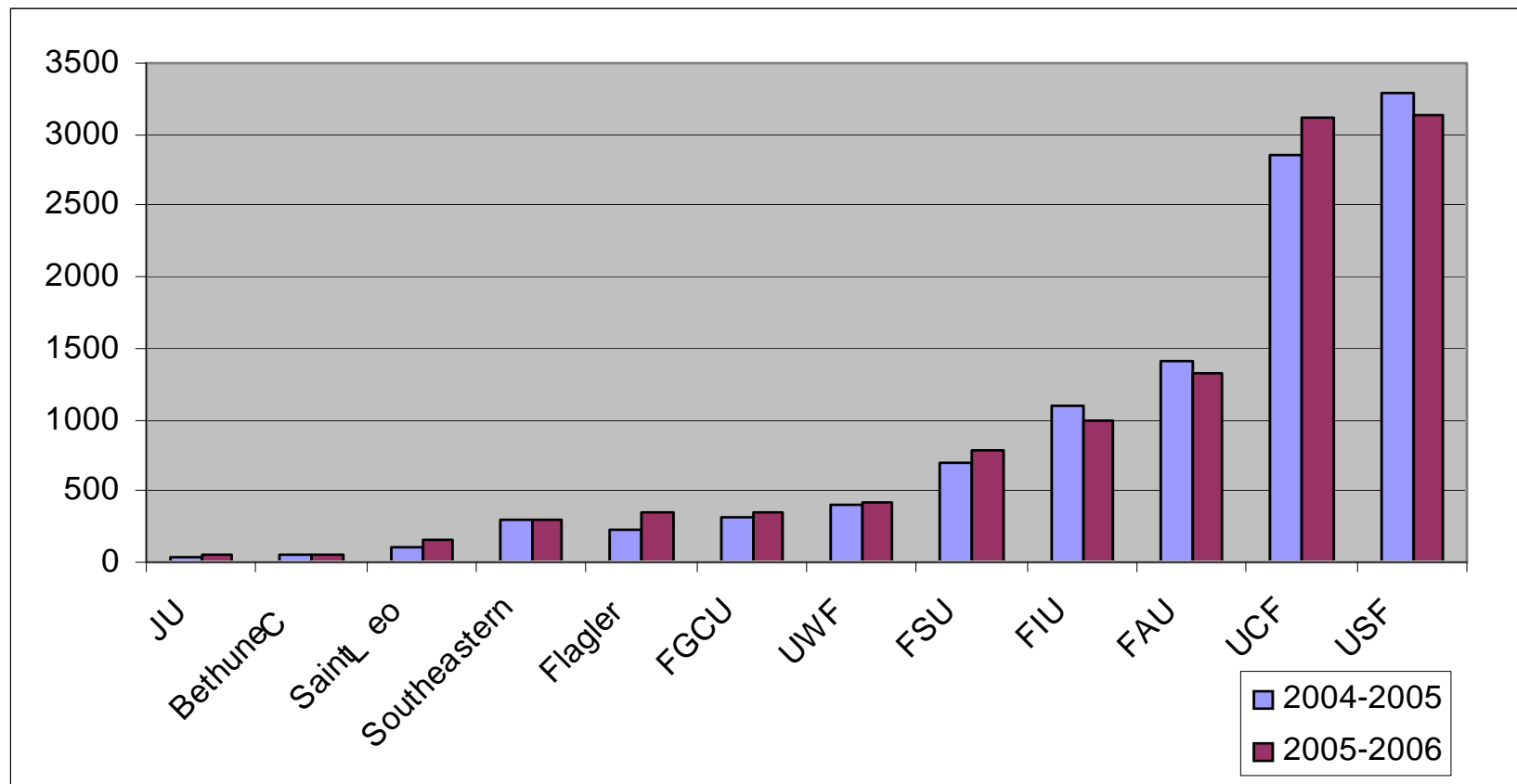
# Production in SUS Programs

## Completers of Initial Teacher Certification ("Traditional") Programs in SUS: 2000-2006



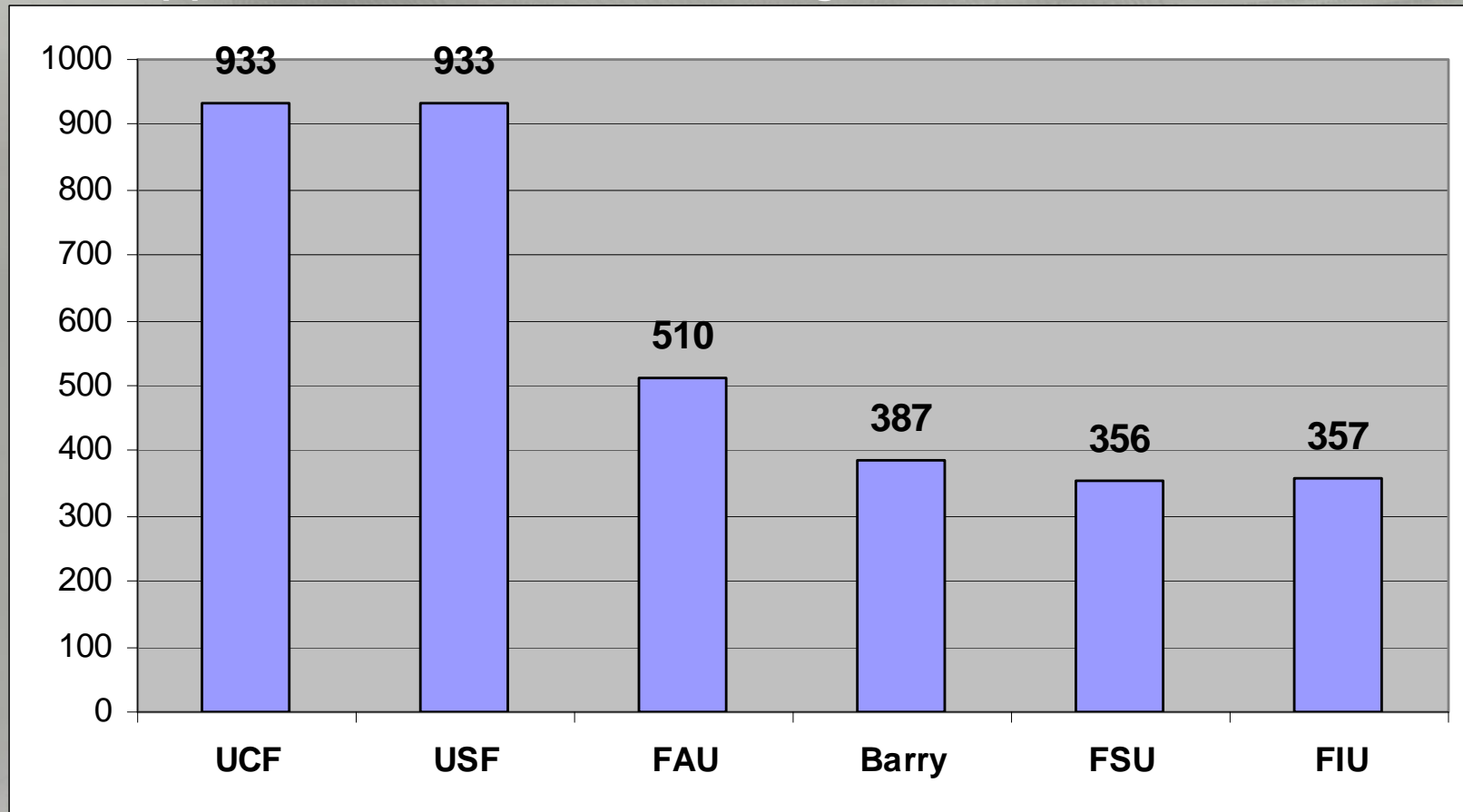
Data Source: Board of Governors. Data only include completers of programs that prepare instructional personnel through approved initial certification programs.

# Enrollment Changes in Selected Colleges of Education



# Top Producing Programs 2005-06

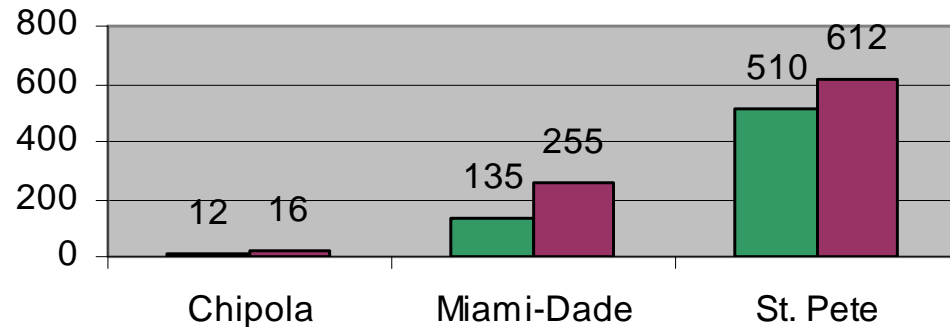
In 2005-06 the institutions shown in the graph below produced the greatest number of completers in their approved Initial Certification Programs.



Data Sources are Board of Governor s and individual private colleges of education.

# Production in 4-Year Community Colleges

## Enrollment

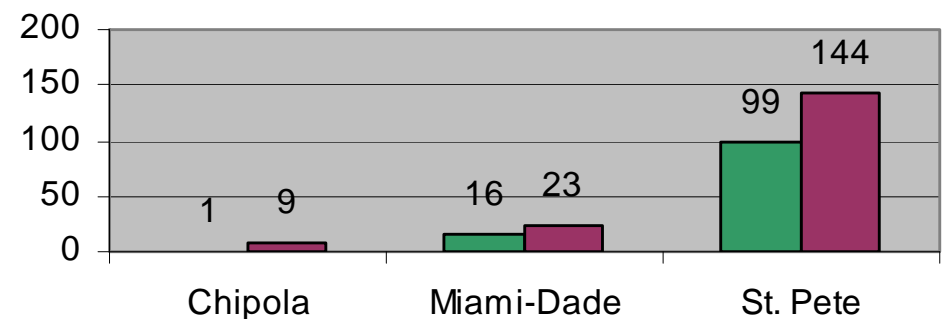


Enrollment and completers in education programs at community colleges with 4-yr degrees have increased from 2004-05 to 2005-06.

2004-05

2005-06

## Completers



Data Source: Division of Community Colleges and Workforce Development; data reported for submission to USDE for Title II reporting purposes. Data only include completers in program that prepare instructional personnel through approved initial certification programs.

# Top Subject Areas of Study

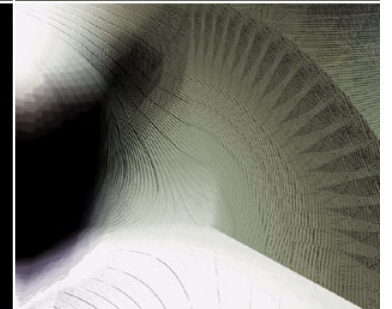
- o State University System
  - o Elementary Education/ESOL
  - o Exceptional Student Ed/ESOL
  - o PreK-Primary Ed/ESOL
- o Private Colleges of Education
  - o Elementary Education
  - o Exceptional Student Education
  - o Reading
- o 4-Year Community Colleges
  - o Elementary Education/ESOL
  - o Exceptional Student Ed/ESOL
  - o Mathematics

Note: Many of the programs at private colleges are dual majors with Elementary Education or ESE and ESOL

Data Source: Board of Governors, Division of Community Colleges and Workforce Development, Private Colleges of Education. Data only include completers in programs that prepare instructional personnel through approved initial certification programs.

# Tom Furlong

St. Pete College



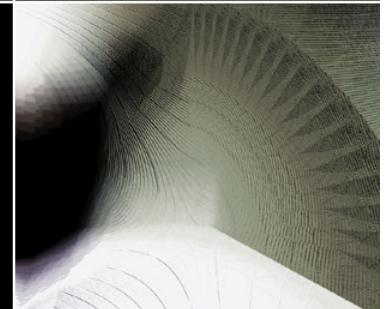
# Educator Preparation Institutes

- o First EPIs approved in August 2005; 31 currently approved
- o 2005-06 Enrollment = 1,510
- o 2005-06 Completers = 195
- o Data currently being collected:
  - o Completers and enrollees by subject area shown on Statement of Eligibility
  - o Enrollees by inservice vs. preservice status

Data Source: Division of Community Colleges and Workforce Development.

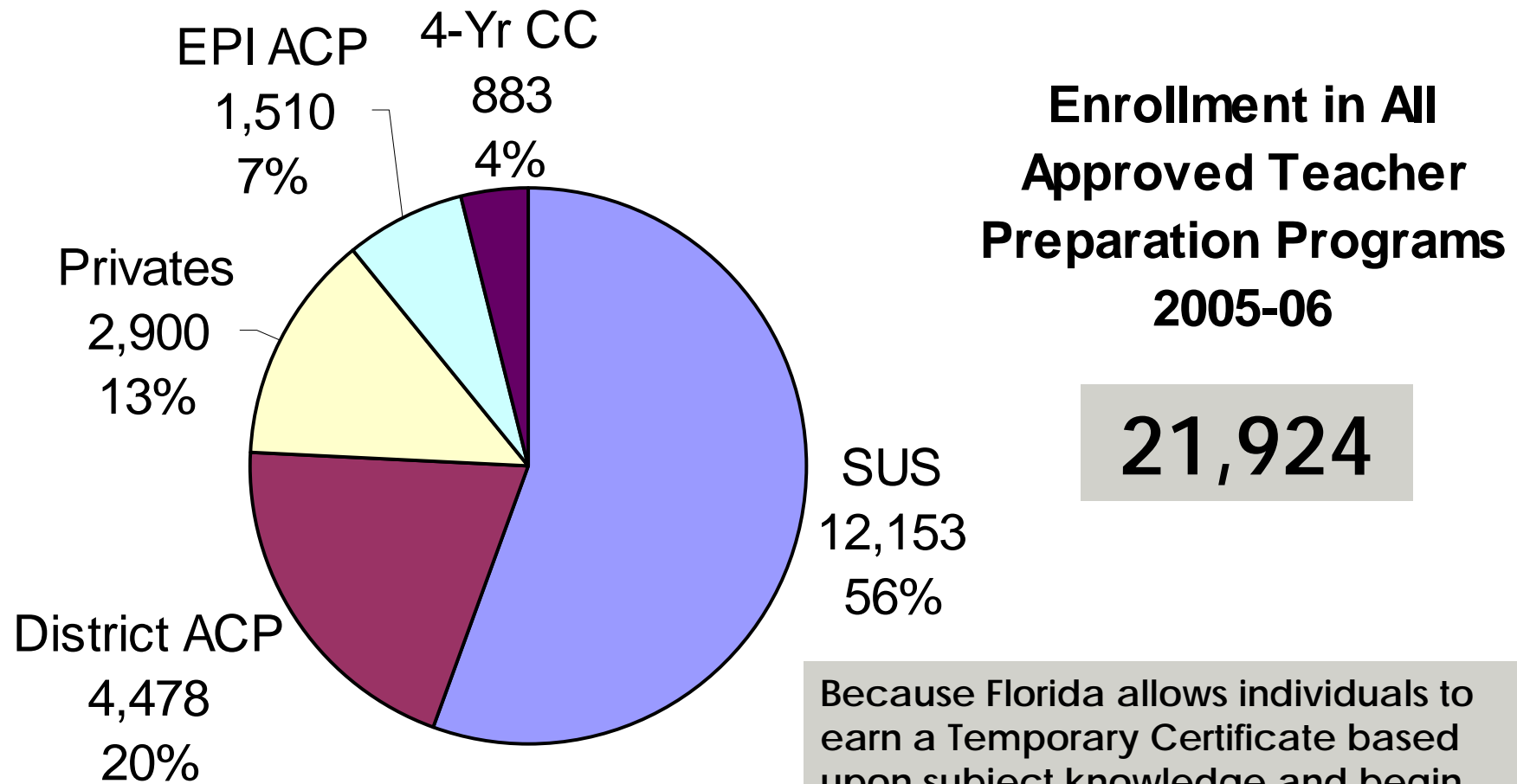
Sharon Miller

Director, EPI Hillsborough Community College





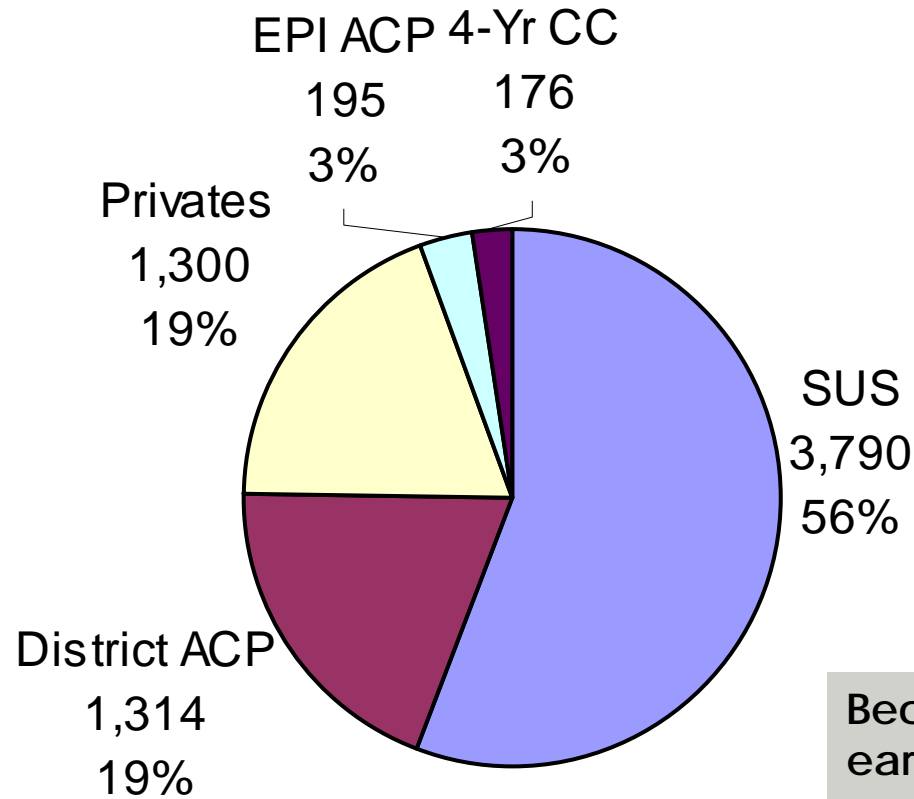
# Comparison of All Programs



Note: Private college of education data are estimates.

Because Florida allows individuals to earn a Temporary Certificate based upon subject knowledge and begin teaching prior to completing their teacher preparation, a significant percentage of these are inservice teachers.

# Comparison of All Programs



**Completers In  
All Approved Teacher  
Preparation Programs  
2005-06**

**6,775**

Note: Private college of education data are estimates.

Because Florida allows individuals to earn a Temporary Certificate based upon subject knowledge and begin teaching prior to completing their teacher preparation, a significant percentage of these are inservice teachers.

# Teacher Preparation: Recommendations from National Research

## Recommendation 1:

Model university-based teacher education programs must have high graduation standards and offer a coherent, integrated, comprehensive and up-to-date curriculum that includes sustained field experience, provides immediate application and connects theory to real classroom situations.

*(Arthur Levine, May 2006)*

# Florida's Response to Recommendation 1

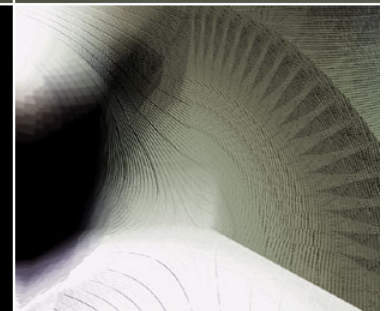
- o FSU Partnership

- o New model for "traditional" teacher preparation programs

- o Meaningful field placements throughout the program and a year-long internship

# Donna Callaway

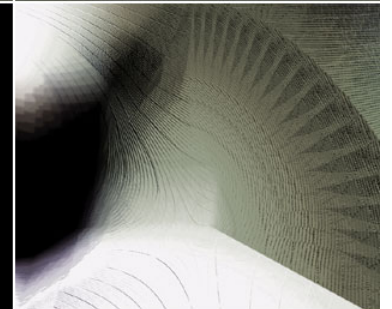
Member, State Board of Education





# Vivian Fueyo

Dean, College of Education, USF – St Petersburg



# Florida's Response

## to Recommendation 1 *(cont.)*

- o We have some innovative programs at our universities, such as Project SMaRT (Substituting with Mentors and Realistic Teaching) at FAU:
  - o Education majors in their junior and senior years are hired to work as substitute teachers one to two days per week under master mentor's direction.
  - o SMaRT subs teach in their areas of specialization i.e. biology majors are assigned to biology classes, elementary majors to K-5 classrooms.

# Other SUS Innovation Efforts

- Professional Training Option – Delivered by 8 Colleges to non-Education majors via school district partnerships.
- PROJECT READS – a collaborative Reading Specialist MS program with Miami-Dade schools and United Teachers of Dade [FIU].
- Partnerships with community colleges to jointly recruit low income and minority students to teaching - Urban Teacher Program [UNF].
- T-MAST – Transition to Math & Science Teaching – a fast track graduate program for career professionals [UCF].
- Southeastern Consortium for Minorities in Engineering - COE co-sponsors conference for middle/HS students to pursue engineering and teaching in science/math [USF].
- TeacherREADY – An On-line, competency-based Ed Prep Institute alternate certification program for student cohorts [UWF].
- Education Learning Community – a resident facility for freshmen to live, take classes, and complete service learning with Education majors [FSU].
- ESCALERA program – Elementary/Secondary Certification for Adult learning for bilingual school staff [USF-St. Petersburg].

# Teacher Preparation: Recommendations from National Research

## Recommendation 2:

Evaluate teacher education programs, strengthen promising ones, and expand excellent programs focusing on student achievement as the primary measure of the success of the teacher education program. Public and private teacher preparation programs should be assigned an effectiveness rating based on a value-added assessment of demonstrated academic growth.

*(Arthur Levine, May 2006 and Dr. J. Burns and Dr. G. Noell, Summer 2006)*



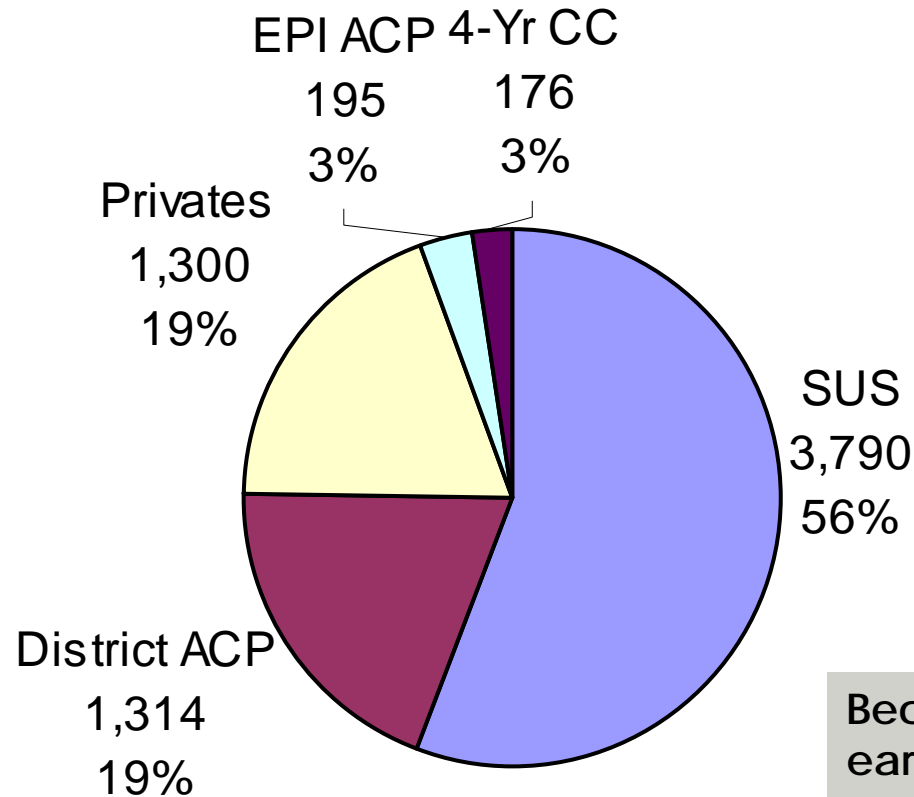
# Florida's Response to Recommendation 2 *(cont.)*

- Impact on K-12 student learning - during the program and in the first years of teaching - is a priority in determining candidate and institution performance
- Florida requires that an institution guarantee its program completers and develop a plan for providing additional support and/or remediation of program completers in their first two (2) years of teaching. The plan must:
  - Be primarily based upon the achievement data of the students that the program completer teaches
  - Individualized
  - Include instruction and mentoring at the school site where the completer is employed,
  - Not include the same course or courses already completed by the teacher while she/he was a candidate in the program
- **Other performance data include**
  - Candidate and employer satisfaction with level of preparedness for teaching
  - Retention in the program and in the classroom





# Comparison of All Programs



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Note: Private college of education data are estimates.

Because Florida allows individuals to earn a Temporary Certificate based upon subject knowledge and begin teaching prior to completing their teacher preparation, a significant percentage of these are inservice teachers.

# Florida's Response

## to Recommendation 2 *(cont.)*

- o Florida is now requiring its institutions to have moved all approved programs to the new standards by August 2008. Completion of eIPEP should coincide with this date.
- o After a period of data collection on performance under new standards, levels of achievement in each standard may be set for institutions to meet for approval.
- o Changes to State Board Rule for Teacher Preparation and implemented eIPEP accountable measures are first steps.

# Teacher Preparation: Issues for Policy Discussion

- o Support and expand innovative programs that provide teacher candidates increased time in a variety of classroom settings throughout.
- o Build on the established standards and develop an accountability model for all teacher preparation programs in colleges of education, Educator Preparation Institutes and programs delivered by Florida school districts .

# Recruitment

- Sources of New Teachers
- Certifying New Teachers
- Evaluation of Recruitment Activities
- Vacancies in Florida School Districts
- National Research and Recommendations
- Issues for Discussion

# Teacher Recruitment: Demand

## Projected demand for 2007-08 in Florida public schools:

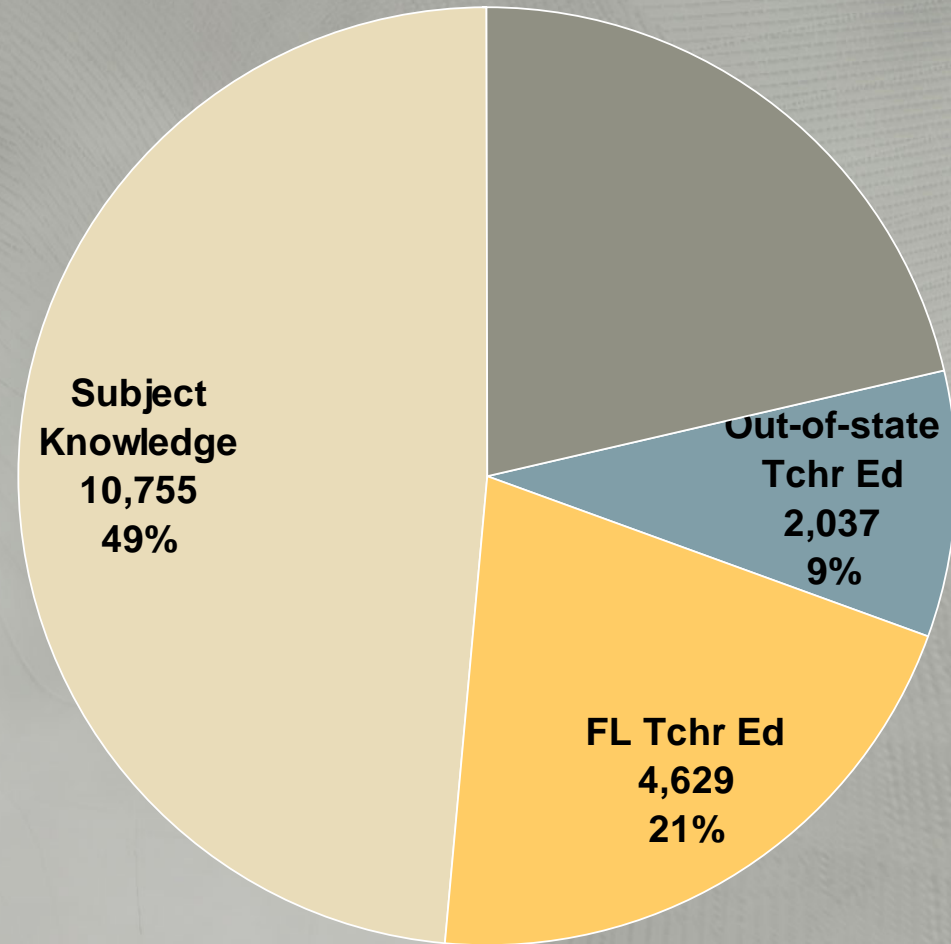
- o 21,875 = teachers needed to fill classroom vacancies
- o 179,535 = projected classroom teacher workforce
- o Projected vacancies are 12% of projected total classroom teacher workforce

Data Source: Division of Accountability Research and Measurement

# Teacher Recruitment: Supply

## New Certificates Issued 2005-06

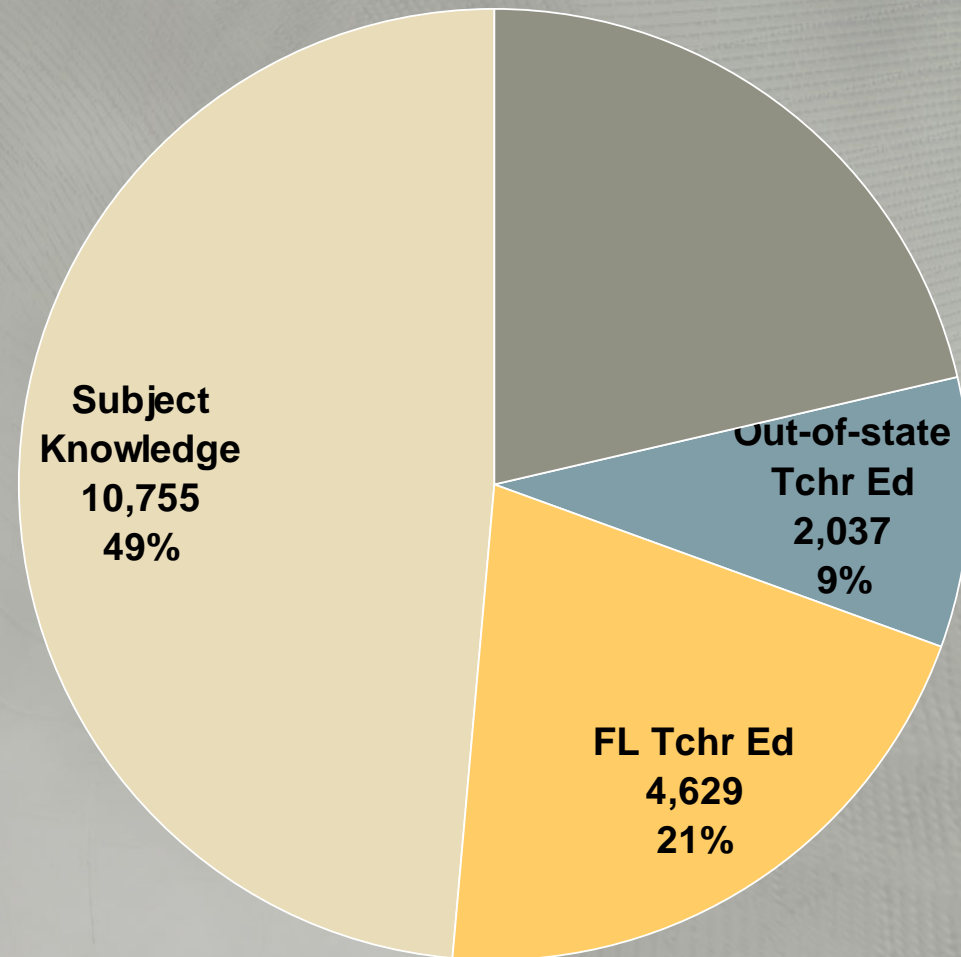
**22,254**  
Temporary and  
Professional  
Certificates were  
issued to first-time  
Florida certificate  
holders during  
2005-06.



# Teacher Recruitment: Supply

## New Certificates Issued 2005-06

- Individuals using out-of-state education credentials make up 30% of newly certified teachers.
- “Florida Teacher Education” total includes graduates of approved programs from multiple years.
- “Subject Knowledge” indicates individuals who were issued a Temporary Certificate (3 year, non-renewable) and will likely complete teacher preparation on the job.



# Teacher Recruitment: The Numbers

## The Vacancy Numbers

- o Vacancies 2005-06

- o First day of school: 2,101

- o 5 districts reported "0" vacancies the first day

- o First day of second semester: 1,783

- o Vacancies 2006-07

- o First day of school 2006-07: 1,946

- o 11 districts reported "0" vacancies the first day

- o 20<sup>th</sup> day of school 2006-07: 1,777

- o 6 districts reported "0" vacancies the 20<sup>th</sup> day

- o Impact of changing enrollment data

- o Average of 1,900 vacancies year 'round

# Lessons Learned in Recruitment:

## What Worked

### The Great Florida Teach-In

- o District feedback on 2006 Teach-In was exceptionally positive.
- o Of the 1,039 candidates who attended The Great Florida Teach-In districts report that 463 (45%) were hired.
- o The number of the 2,167 total registrants teaching in Florida schools this fall will be tabulated based on Survey 2 data available in November
- o Teach-In registrations were received from 45 states, Puerto Rico, Canada, the Bahamas, the Philippines, and the Virgin Islands.

# Lessons Learned in Recruitment:

## What Worked

### Web-based Recruitment Systems

- o Of the automated job posting and candidate tracking systems available, 57 districts used their own, 55 used TeachinFlorida.com, and 53 used Teachers-Teachers.com
  - o 45.6 million hits received on TeachinFlorida.com from Oct 05-Sept 06.
  - o 6,992 candidates added to district prospect lists through Teachers-Teachers.com from May-Aug 06.
- o A few districts took advantage of the services provided by CareerBuilder and Yahoo! Hot Jobs; those that did were successful in identifying and attracting candidates, including career changers.
- o Effective Practice: timely, personal communication with candidates

# Lessons Learned in Recruitment:

## What Worked

### Local Job Fairs

- o A total of 25 local job fairs were staged by 22 districts
- o A reported 8,561 candidates attended these fairs and 4,932 (58%) were hired
- o Effective practice: Many districts pre-screen candidates and issue invitations only to those who meet their needs

# State Recruitment Initiatives 2006-07

- o *New* - "Teach In Florida Days" in 5 states with teacher surpluses
- o Continue attending conferences to recruit in critical shortage areas – adding data base for consistent follow-up contacts
- o Continue outreach to military spouses (BRAC relocations)
- o Discontinue accompanying districts to job fairs
- o Florida is the recipient of another Transition to Teaching federal grant for 2006-2011



# State Recruitment Initiatives

- o *New - S.O.S.* – Shortage of Scholars Loan Forgiveness and Reimbursement Program
  - o LBR for 2007-08
  - o \$16.5 million requested
  - o Estimated to serve 3,725 loan applicants at an average award amount of \$3,850 and 793 applicants for tuition reimbursement with an average award of \$630
  - o Teachers must use money to obtain certification in a high-need subject area and will receive reimbursement/forgiveness by teaching in a high-need school.

# Projected Needs 2007-2008

## By Subject Area

Elementary Education	7,669
*Exceptional Student Ed	2,368 (796)
English/Language Arts	2,311
*Math	1,619 (562)
*Science	1,419 (492)
Social Studies	1,114
*Reading	509 (164)
*ESOL	491 (163)

\*Denotes Critical Teacher Shortage

# District Recruitment Initiatives

- o Districts use federal Title II funds for:
  - o Stipends for subject area testing and EPI tuition,
  - o Recruitment bonuses and other incentive pay for critical core subject areas in high need schools,
  - o “How to Become a Teacher” seminars for parents and community members,
  - o Promotional items, job fair registration for in- and out-of-state recruiting,
  - o Online applicant tracking system,
  - o Scholarship opportunities for high school students to enter colleges of education, or
  - o Expanded recruitment staff at the district level.

# District Recruitment Initiatives

## Sample "Grow Your Own"

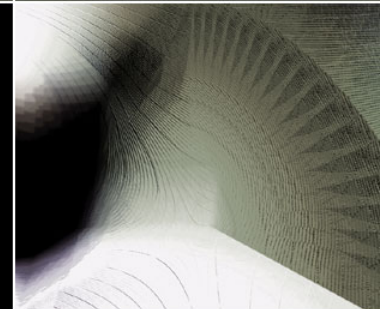
### o Teacher Cadet Academy

- o Gilchrist County partnership with Lake City Community College
- o Designed like other academies in business, engineering, health occupations, etc.
- o Students take up to 9 hours of dual enrollment and complete an actual internship at either the elementary level or high school, depending upon what area they are planning to teach
- o Students receive a laptop to use while in the program
- o Students are eligible for a scholarship to a teacher education program in Florida
- o Classes include other practicing teachers as guest instructors and a class on teacher certification



Brian Dassler

Teacher, Stranahan High School,  
Broward County

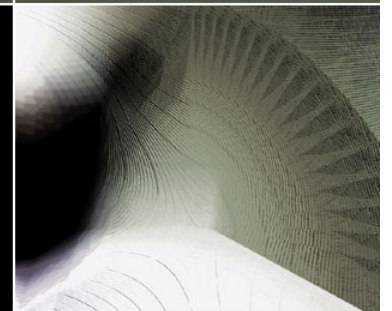


# Teach and Inspire Florida

- o Coalition is lead by the Urban League of Greater Miami and sponsored by the American Board for Certification of Teacher Excellence (ABCTE)
- o The goal is to recruit more than 1,000 talented new teachers of color over 2 years
- o Coalition's supporting partners:
  - o Florida School Board Association
  - o Florida Association of School administrators
  - o Florida State Hispanic Chamber of Commerce
  - o ASPIRA of Florida
  - o Urban League of Palm Beach County and Jacksonville
  - o Florida Education Foundation
  - o Florida Consortium of Charter Schools
  - o Junior Achievement of Central Florida
  - o Mexican American Counsel
  - o Rep. Ralph Arza

# David Saba

President & CEO, American Board for Certification of  
Teacher Excellence, (ABCTE)



# Recruitment: Recommendations from National Research

## Recommendation 3:

Reduce the barriers to entry into teaching for those without traditional teacher certification, provided they have a bachelor's degree, can demonstrate substantive competence, can pass a background check and have real classroom experience.

*(The Hoover Institution's Koret Task Force, September 2006,  
The Brookings Institution, April 2006,  
and The Hunt Commission, 2003)*

# Florida's Response to Recommendation 3

- o Florida allows multiple pathways for entering the teaching profession, including accredited degree majors, standard out-of-state certificates, NBPTS and ABCTE.
- o Florida provides multiple teacher preparation options to suit the needs of career changers, with approved programs of various types offered by colleges of education, community colleges, and school districts - delivered face to face and online.

# Florida's Response

## to Recommendation 3 *(cont.)*

- o Florida issues a Temporary Certificate based upon an accredited bachelor's degree and demonstration of subject knowledge
- o Florida allows for demonstration of subject knowledge with:
  - o Degree major
  - o Passing score on FL's subject area test, OR
  - o Course evaluation in the subject area.



# Florida's Response

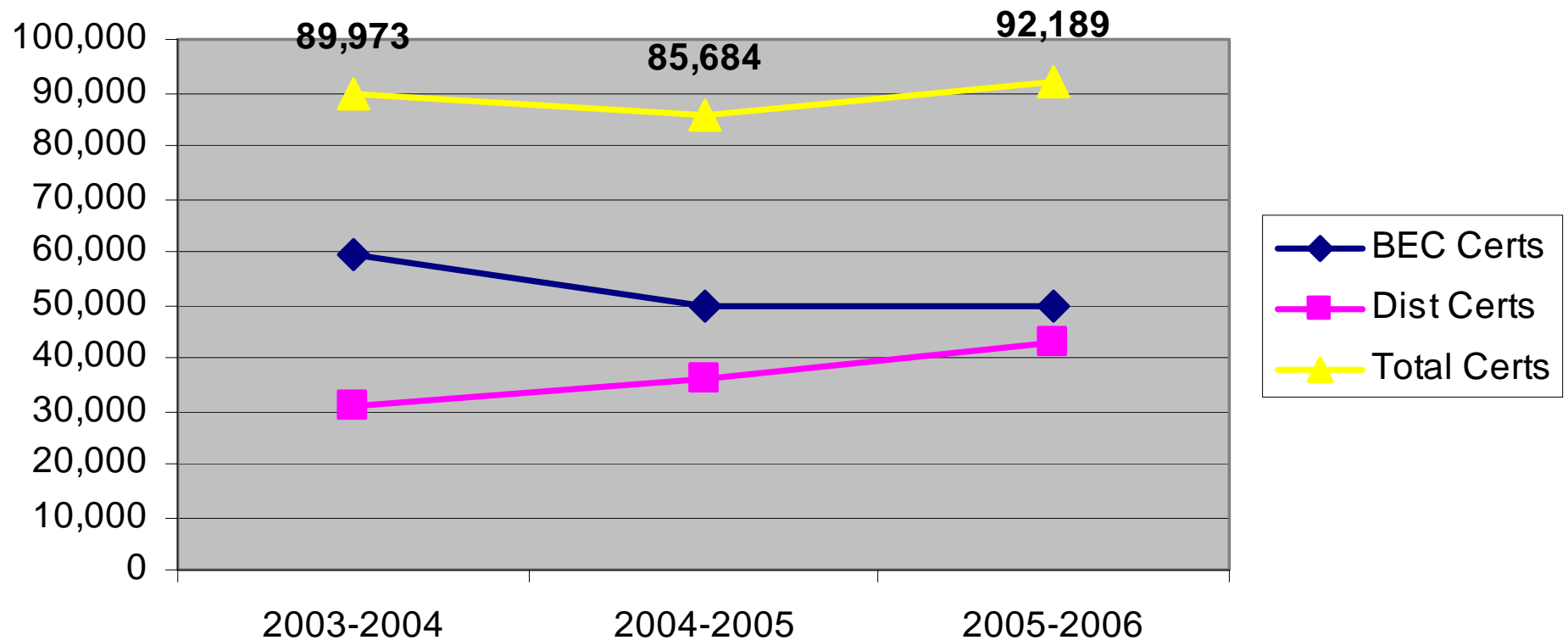
## to Recommendation 3 *(cont.)*

Florida has eliminated barriers to certification by improving our processing time for issuing certificates and Statements of Eligibility.

- o In spite of extremely large numbers, Florida has maintained a streamlined and efficient certification process.
- o In 2005-06:
  - o For 9 months, 100% of certificates were processed in under 30 days
  - o For 3 months (peak time), we maintained over 94% processed in under 30 days

# Teacher Certification

## Certificates Issued: Three-year Trend



# Recruitment: Recommendations from National Research

## Recommendation 4:

Provide generous loan forgiveness features (up to 20 percent per year) to encourage all students to teach in the most challenging urban and rural schools.

*(The Hunt Commission, 2003)*

# Florida's Response

## to Recommendation 4

- o Florida currently has a Critical Teacher Shortage Loan Forgiveness and Tuition Reimbursement program
- o For 2007, an additional \$14 million was requested to fund this program (SOS), a substantial increase over the previous years' \$2.5 million

# Recruitment: Recommendations from National Research

## Recommendation 5:

Work to close the diversity gap by creating new teacher education programs at minority-serving institutions and implementing an intensive marketing program in minority schools that emphasizes financial aid and loan forgiveness.

*(The Hunt Commission, 2003)*

# Recruitment:

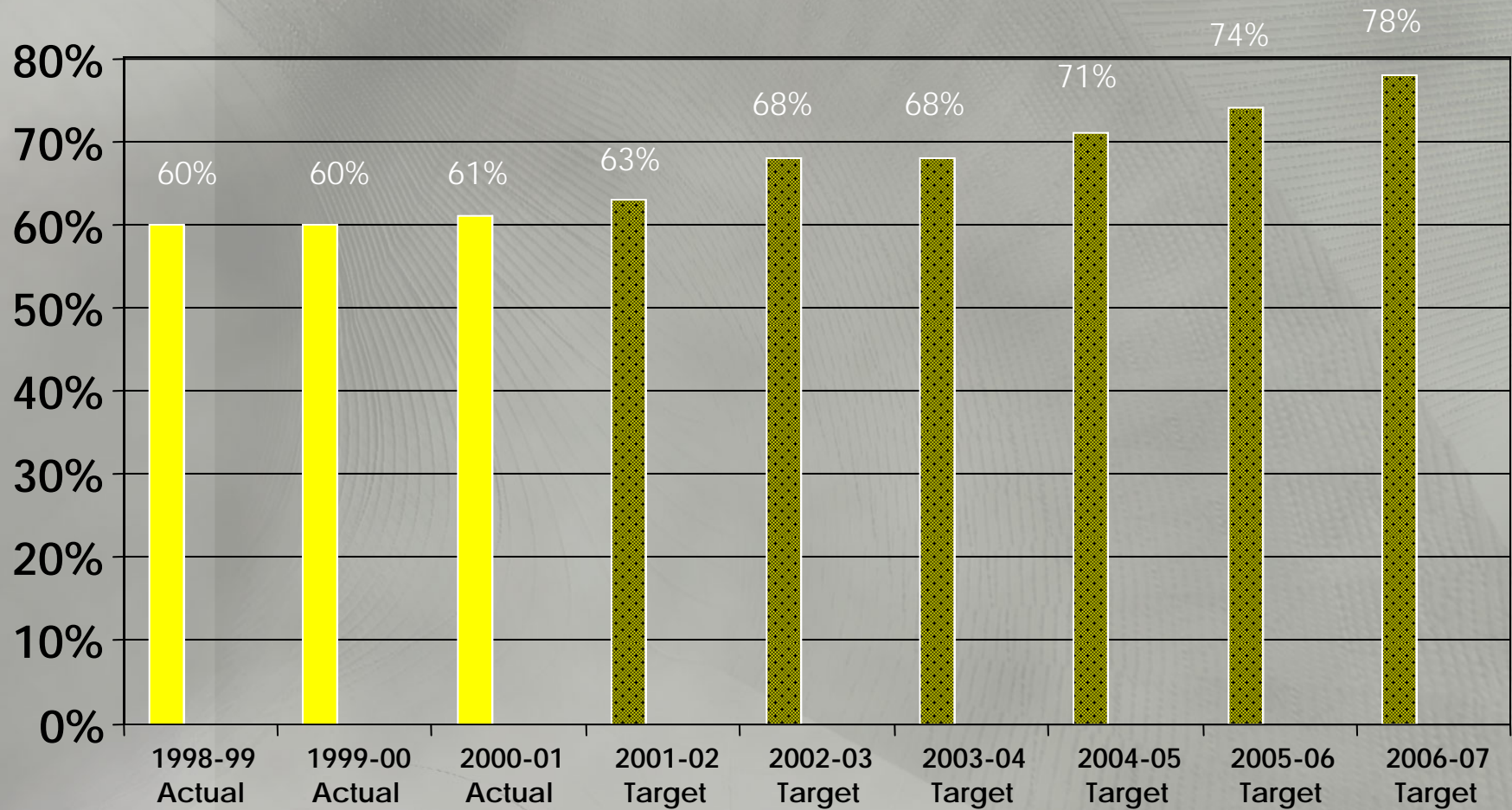
## Issues for Policy Discussion

- o Seek financial support for continued recruitment efforts in states with surpluses
- o Seek financial support for incentives for entering/completing approved programs in Florida institutions and then teaching in Florida schools
- o Consider funding enrollment in colleges of education at SUS institutions separately from funding for other programs
- o Support local "Grow Your Own" programs, including those targeted at minorities interested in a career in education

# Retention

- Retention Data
- What Matters to Teachers
- Improving Working Conditions
- Recognizing Effectiveness
- National Research and Recommendations
- Issues for Discussion

# Percent of Teachers Found in Fifth Year After Initial Hire Five Year Cohorts



Data Source: Division of Accountability, Research and Measurement

# Retention Data – 5 Year Cohort

- o Statewide retention average – 60%
- o Districts with the highest retention rates:
  - o Calhoun – 100%
  - o Lafayette – 100%
  - o Holmes – 90%
  - o Dixie 80%
  - o Miami-Dade – 66%
- o Districts with the lowest retention rates:
  - o Wakulla – 0%
  - o Jefferson – 0%
  - o Washington – 11%
  - o Madison – 14%
  - o Gadsden – 20%

# What Matters to Teachers

## o **Surveying Teachers in 2005**

- o 91% of Florida teachers responding to the 2005 survey indicated that their administrators were the most important factor in their retention
- o 77% indicated administrative support as a major reason for leaving

## o **Teachers of the Year stay teaching in Florida because they “love” ...**

- o Florida and/or family ties
- o Teaching: “Watching the light go on” in their students’ eyes
- o The people with whom they work
- o Their school and/or district

Data Sources: 2005 survey of Florida teachers; recent “virtual roundtable” for current teachers of the year.

# What Matters to Teachers *(cont.)*

Administrative burdens complicate the lives of teachers.

A recent study noted that one of the issues that concerned teachers the most, and which may play a role in teachers who decide to resign, is administrative paperwork.

*Meisels, G. G. (PI); Kersaint, Gladis; Lewis, Jennifer; and Potter, Robert. "Understanding and Reducing Teacher Resignations," Teacher and Teacher Education, 2006 (in press).*

# What Matters to Teachers *(cont.)*

- o **Rian Meadows, Ambassador Teacher**

- o Second Year Teacher Support Needs

- o Interviewing Second Year Teachers at 3 intervals during the school year in selected districts

- o **Nicole Flesvig, Teacher Liaison**

- o [www.fldoe.org/JustforTeachers](http://www.fldoe.org/JustforTeachers)

- o Direct communication with teachers about issues they need to hear

- o Additional assistance when needed





# State Retention Initiatives

## William Cecil Golden Professional Development Program for School Leaders

- o Focus on Instructional Leadership
- o Statewide Partnerships ensure statewide use and high quality professional development with follow-up and application in the schools
- o Goals are to improve:
  - o Student achievement
  - o Principal effectiveness and retention
  - o Teacher retention
  - o School performance
  - o Development systems for aspiring leaders

# State Retention Initiatives

## Early Career/Early Placement Teacher Support Program Grants

- o Selected districts developing support programs specifically for teachers new to high-need schools and subject areas
- o Data is being collected on what works in retaining teachers, retaining coaches, and improving student performance
- o Standards will be developed for teacher support programs to be implemented statewide

# State Retention Initiatives

## Reduce the administrative burden placed on teachers

- o Paperwork Reduction Task Force
- o Recommendations now in law
- o Each district must have a Paper Reduction Committee
- o Sunshine Connections, the new electronic IEP and other technological tools are helping to ease the burden

# State Retention Initiatives

- o Florida has adopted Protocol Standards for evaluating district professional development systems at the district, school and faculty level on planning, delivery, follow-up, and evaluation.
- o The first 3-year review cycle was completed last spring.

# State Retention Initiatives

- o The results of Review Cycle I reveal:
  - o Districts with highly relevant, well-delivered professional development are the same districts that are making improvements in student achievement
  - o Almost no professional development is offered in Florida that is not in a required content area
  - o Over the three-year cycle districts improved in almost all of the standards
  - o Areas needing greatest improvement are in evaluating professional development (based on student achievement) and action research

# District Retention Initiatives (Title II)

- o Coach and mentor compensation
- o New teacher support programs
- o Stipends for completing reading, other scientifically-based training, data analysis
- o Meeting certification requirements for initial teacher training and for veteran teachers to add critical subject areas
- o Training for administrators in Classroom Walkthrough and other instructional leadership programs
- o District staff positions that focus on both recruitment and retention so that the district focuses on keeping them once they arrive

# The Costs of Recruiting and Retaining Teachers - Examples

	Recruitment Cost per Teacher	Total Replacement Cost per Teacher	4-Year Retention Rate (2001-2004)
St. Lucie County	\$2,292	\$4,631	45%
Broward County	\$3,288	\$12,652	73%

- It is highly inefficient to replace teachers
- Districts that invest in teacher support programs significantly increase their rate of retention
- Data are taken from a 2005 study by Dr. Robert Shockley of FAU and others.

Data Source: Shockley, Robert, et al., *The Cost of Replacing A Teacher*, 2005

# Retention: Recommendations from National Research

## Recommendation 6:

Make teaching a preferred profession... creating career ladders - Beginning Teacher, Professional Teacher, and Instructional Leader - and developing and funding mentoring programs to provide novice teachers with access to the experience and wisdom of their more experienced peers.

*(The Hunt Commission, 2003)*

# Florida's Response to Recommendation 6

- o Florida has adopted Professional Development Standards that focus on Professional Development that is relevant, accessible, includes follow-up and is evaluated based on improved student achievement that makes the teaching environment more professional.
- o Florida has provided grant monies in support of innovative mentoring programs

# Retention:

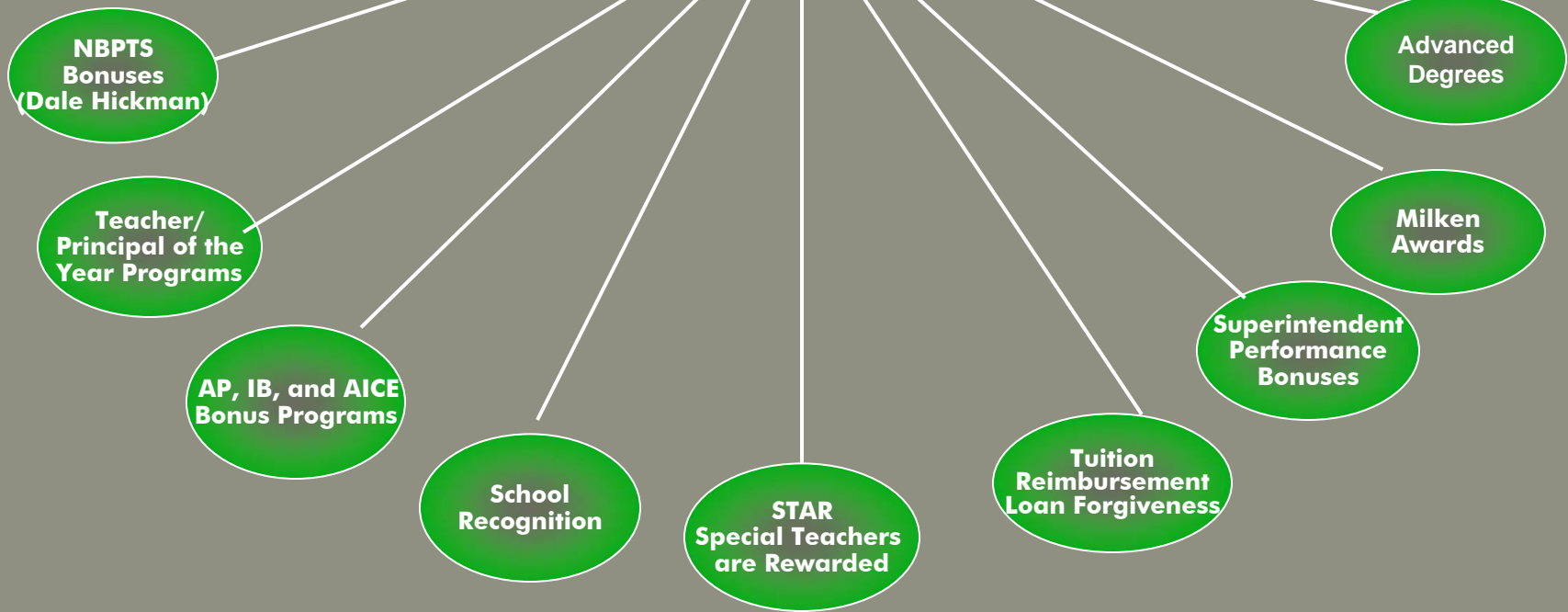
## Issues for Policy Discussion

- o Top achieving teachers (identified as in the top 25% for 3 of 5 years): receive automatic FL certificate renewal and eligibility for mentoring with stipend
- o In conjunction with high school reform efforts, require every high school to offer a major in teaching and create a teaching academy
- o Seek continued support for WCG Leadership Professional Development Program
- o Fully implement Paperwork Reduction Taskforce recommendations

# Teacher Compensation

- Differentiated Pay  
(Performance and Incentive)
- National Research and Recommendations
- Issues for Discussion

# Recognizing and Rewarding Excellence



# How much can a teacher in Florida earn?

- o Teachers have a number of opportunities to supplement their basic pay
- o The most common ways are by accepting additional responsibilities, such as mentoring, coaching, or sponsoring clubs and activities
- o Additional pay can be earned for performance, such as achievement on AP tests and performance pay plans

# What do the experts say?

The Teaching Commission recommends “a salary scheme that is commensurate with excellence. That is, paying teachers more for high performance, as measured by fair evaluations and clear evidence of improved student learning...Under our plan, a teacher who demonstrates consistently excellent results could earn significantly more than his or her base salary. This quid pro quo is virtually unheard of in today’s classrooms and labor contracts.”

*Teaching at Risk: A Call to Action (pages 22-23)*  
*The Teaching Commission*

[http://www.theteachingcommission.org/press/FINAL\\_Report.pdf](http://www.theteachingcommission.org/press/FINAL_Report.pdf)

# What do the experts say?

The National Commission on Teaching indicates that our current system of compensation – compensating mediocre teachers the same as outstanding ones – “maintains the status quo in which knowledge and expertise have little currency.”

*What Matters Most: Teaching for America's Future (pages 23-24)*  
*Report of the National Commission on Teaching & America's Future*  
<http://www.nctaf.org/documents/nctaf/WhatMattersMost.pdf>

# What do the experts say?

"In almost all private-sector jobs, pay is proportional to performance... Workers are paid on the basis of outcomes. In public school teaching, by contrast, teachers are usually paid on the basis of inputs – the amount of schooling and experience they possess. Qualitative differences in teaching ability are almost always ignored. Thus it is possible that teachers of average quality may be 'overpaid' in the sense that they are earning more than workers of comparable training and productivity in other professions. Likewise, highly effective teachers might be 'underpaid,' earning less than equally skilled workers in other professions."

*Are Teachers Underpaid? (page 4)*

*The Hoover Institution*

<http://www.educationnext.org/20033/7.html>

# Education Degree Compensation Over Time

Discipline	2004-2005 University Grads Beginning Wage Rank	Wage Rank After 5 Years	Rank Difference
Engineering Technology	1	1	0
Engineering	2	2	0
Health Professions & Related Sci	3	6	-3
Computer & Information Sciences	4	3	-1
Business & Management	5	4	1
Education	6	23	-17
Architecture & Environmental Design	7	7	0
Public Administration and Services	8	24	-16
Mathematics	9	19	-10
Renewable Natural Resources	10	25	-15
Protective Services	11	12	-1
Law	12	17	-5
Social Sciences	13	14	-1
Letters	14	21	-7

# Instructional Salary Schedule Settlement Information 2006-07 School Year

School District	Value of Step %	% Increase to Salary	Increase to Insurance %	BS Minimum
Alachua	1.42%	7.62%	1.42%	\$30,500
Baker	1.00%	7.00%	2.5%	\$32,010
Bay	Includes Step	7.00%	0.65%	\$31,548
Bradford	2.00%	6.00%	0.8%	\$30,500
Brevard	1.92%	6.57%	1.59%	\$35,000
Broward	3.25%	3.20%	0.30%	\$37,000
Charlotte	1.50%	5.00%		\$36,000
Citrus	Includes Step	7.20%		\$32,400
Clay	1.50%	10.10%	1.70%	\$35,000
Collier	No step	7.00%	1.00%	\$38,198
Columbia	1.00%	4.45%	2.99%	\$31,350
DeSoto	Includes Step	7.00%		\$33,516
Duval	1.47%	6.53%	2.20%	\$35,200









































