

Teacher Preparation

Initiative	Legislative change needed?	Rule change needed?	Fiscal Impact?
<p><u>Accountability for Teacher Preparation Programs:</u> 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 (COEs), (2) Educator Preparation Institutes (EPIs), and (3) alternative certification programs delivered by Florida school districts. (The legislature mandated this, but only now do we have enough data to make it happen.)</p>	Yes	No	Yes
<p><u>The Graduate Guarantee:</u> Require colleges of education (COEs) and Educator Preparation Institutes (EPIs) to guarantee their graduates. If teachers are found to be less than adequately effective according to measures of student academic growth, or their principal recommends further training based on documented need, then the COE that produced the teacher is required to provide specific professional development for that teacher. The need for remediation will be part of the measure of a COE's quality, as shown above.</p>	Yes §1004.85	Yes 6A-5.066(2)(a)	No
<p><u>More Field Experiences for Incoming Teachers:</u> The biggest concern we hear from principals regarding new teachers is that many of them have less than sufficient time working directly with students. We propose to support and expand innovative programs that provide teacher candidates increased time in a variety of classroom settings (internships) throughout the program, especially in critical shortage areas.</p>	No	No	Yes

Teacher Recruitment and Retention

Initiative	Legislative change needed?	Rule change needed?	Fiscal Impact?
<u>Out-of-State Recruitment</u> : Seek financial support for continued recruitment efforts in states with surpluses.	No	No	Yes
<u>Incentives for Entering Critical Shortage Areas</u> : Seek financial support for incentives for an individual to enter and complete approved programs in Florida institutions (COEs and EPIs) and then teaching in critical shortage areas (geographic and by subject).	Yes \$1009.58	No	Yes
<u>Reward Teacher Excellence</u> : 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.	Yes	No	Possibly

Teacher Recruitment and Retention (continued)

Make Florida the Number One State for Former Military Personnel Who Want to Teach

Studies show that military personnel are more apt to remain in teaching after 5 years (86% vs. 60%), are considered excellent teachers by their principals, and are more likely to accept assignments in high-need areas. By changing Florida law, we can ease the transition of former military personnel into the classroom.

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<u>In-State Tuition for Reservists:</u> Change current law to allow in-state tuition for military reservists. (Currently, active duty personnel and their dependents, as well as members of the National Guard, receive this benefit.)	Yes	No	Yes
<u>Credit for Military Instructional Training:</u> Instructors from the Air Force receive training from an accredited institution (the Community College of the Air Force), and therefore qualify to have two of the three initial certification requirements waived (general education and pedagogy). While the other services also train personnel to become instructors, they do not qualify for this waiver because their training is not from an accredited institution. By changing the law and allowing the military occupational specialty designation for instruction to be used as verification of instructional experience, we will open the doors to members of the Army, Navy and Marine Corps who want to teach in Florida.	Yes	No	No

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<p><u>Allow Military Training to be Counted for College Credit:</u> For 59 years, the American Council for Education (ACE) has reviewed military training programs and translated military training into equivalent academic credit. However, Florida state law only allows the use of credits from an accredited institution to count toward teacher certification. ACE does not meet this qualification. Changing the law to count ACE credit the same as college credit will remove a barrier to military personnel who want to teach in Florida.</p>	<p>No</p> <p>§1004....</p>	<p>Yes</p>	<p>No</p>
<p><u>Demonstration of Competence by Exam:</u> By state law, colleges must accept CLEP tests, but Excelsior Exams and Defense Activity of Non-Traditional Support (DANTES) standardized subject area tests cannot be accepted. Removing this restriction would remove barriers to military personnel who want to enter the classroom.</p>	<p>Yes</p>	<p>No</p>	<p>No</p>
<p><u>Credit for Foreign Language Expertise:</u> DOE offers certification in eleven foreign languages, but has subject area tests for only four. The cost to develop such exams for certain languages (e.g., Chinese, Farsi) is prohibitive. The Defense Language Institute (DLI) provides intense training to members of the military in ten of the languages that Florida has offered for certification. Allowing military personnel to use proof of their completion of DLI training to demonstrate subject area competence would allow them to teach in one of our critical shortage areas – foreign languages. <i>(Note: This is complicated and needs more study.)</i></p>	<p>Yes</p>	<p>No</p>	<p>No</p>
<p><u>Availability of Florida Subject Area Tests:</u> Oftentimes, military personnel are planning for their transition out of the service while they are in places where they cannot access the Florida subject area exams. By partnering with the secure DANTES system (which administers the</p>	<p>No</p>	<p>No</p>	<p>Yes</p>

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<p>SAT, GRE and other exams), these individuals could take the Florida exams while stationed overseas, thus smoothing the transition into Florida classrooms.</p>			
<p><u>Step Increases for Former Military Personnel:</u> Thirty-two Florida districts offer some step increases for former military personnel, based upon either their years of service or the time they spent as instructors. Using the Occupational Specialty Code, we can identify the amount of time that all military personnel have spent as instructors during their time in the service. We propose mandating that these years of experience count toward step increases for military personnel entering Florida classrooms.</p>	<p align="center">Yes</p>	<p align="center">Yes</p>	<p align="center">Yes</p>
<p><u>Retirement for Military Spouses Who are Teachers:</u> Military spouses follow the service member all over the globe and do not have the opportunity to build up retirement in any one district. By allowing them to purchase their way into the Florida retirement system, we make Florida friendlier to military families.</p>	<p align="center">Yes</p>	<p align="center">Yes</p>	<p align="center">Yes</p>

Teacher Compensation

Initiative	Legislative change needed?	Rule change needed?	Fiscal Impact?
<u>STAR Program:</u> Place the Special Teachers Are Rewarded (STAR) program into statute.	Yes \$1012.22	Yes	Yes
<u>STAR Funding:</u> Ensure continuation of STAR funding as recurring.	Yes	No	Yes
<u>STAR to Augment Base Salary:</u> If a teacher receives a STAR award for three years out of five, the bonus becomes part of his or her base pay. This would incentivize teachers to continue to strive for excellence.	Yes \$1012.22	No	Yes
<u>Pilot Program for an 11 Month Contract:</u> Create a five-district pilot program, implementing an 11-month contract for teachers. Study the impact on student academic performance.	Yes	No	Yes
<u>Expand the Pool of Teacher Mentors:</u> Currently, state law allows only those individuals who hold National Board Certification to receive a bonus for mentoring. We propose expanding the pool of eligible mentors by including teachers who have demonstrated their effectiveness in the classroom by having received the STAR bonus. The bonuses are approximately \$4,100 each; therefore, an additional \$4.1 million could fund an additional 1,000 mentors.	Yes \$1012.72	No	Yes

Teacher Effectiveness

Initiative	Legislative change needed?	Rule change needed?	Fiscal Impact?
<p><u>Strengthen the Mentoring Provided to Teachers:</u> Current statutory language regarding mentoring is vague. We propose strengthening the current language that addresses the mentoring requirement. .</p>	<p>Yes §1012.72</p>	<p>Yes</p>	<p>No</p>
<p><u>Study the Relative Effectiveness of Differentiated Pay:</u> Evaluate effectiveness of differentiated pay (performance and incentive) to determine (1) the impact on student achievement, and (2) to identify levels of funding that drive behavior.</p>	<p>No</p>	<p>No</p>	<p>Yes</p>
<p><u>Study the Relative Effectiveness of Various Teacher Preparation Programs:</u> Conduct a comparative study to identify the relative effectiveness of teachers from various teacher preparation entities.</p>	<p>No</p>	<p>No</p>	<p>Yes</p>
<p><u>Study the Relative Effectiveness of Professional Development:</u> Have districts evaluate the effectiveness of professional development based on changes in classroom practice and improvement in student achievement.</p>	<p>No</p>	<p>No</p>	<p>Yes</p>
<p><u>Study the Relative Effectiveness of Various Types of Mentoring Programs:</u> Evaluate the relative effectiveness of various types of mentors and their activities so as to show the results of the mentoring program.</p>	<p>No</p>	<p>No</p>	<p>Yes</p>