

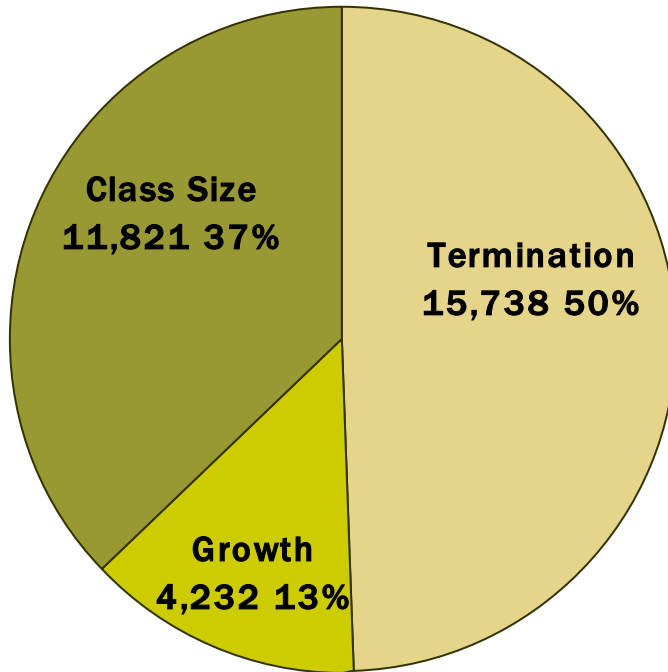
Appendix I

An Increasing Demand for Teachers

An Increasing Demand for Teachers

Projected Need

Based upon Department of Education projections, **Florida needs 31,791 teachers** to fill vacancies at the start of the 2006-07 school year.



Sources of Projected Need

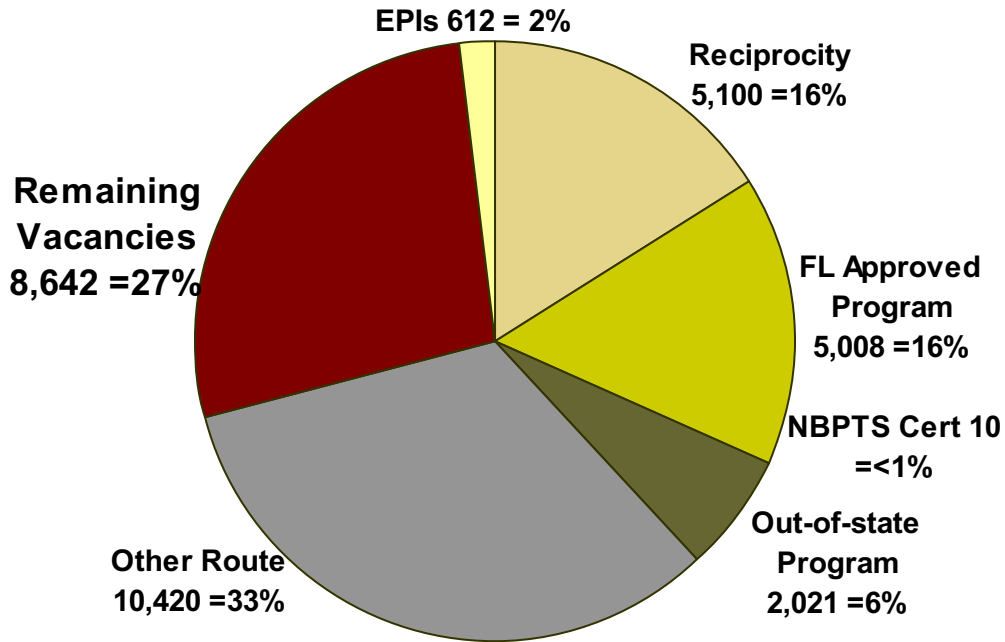
	Number	Percentage
Enrollment Growth	4,232	13%
Class Size Reduction	11,821	37%
Retirements	2,990	9%
Involuntary Terminations	2,518	8%
Voluntary Terminations	10,230	32%
Total	31,791	

*Other is a catch-all category that includes individuals in district alternative certification programs; individuals who will receive certification through other qualifications (i.e., having taught at a community college or university); and individuals who are taking 20 credits of education coursework.

Source: Florida Department of Education

Teacher Demand

In 2006-2007, Florida will need 31,791 teachers. **8,642 Vacancies** must be addressed through *NEW* recruitment and retention efforts to fill this gap.



*Other is a catch-all category that includes individuals in district alternative certification programs; individuals who will receive certification through other qualifications (i.e., having taught at a community college or university); and individuals who are taking 20 credits of education coursework.

Source: Florida Department of Education

2006 - 2007 Critical Teacher Shortage Areas

Section 1012.07, Florida Statutes, requires that the State Board of Education annually identify areas of critical teacher shortage. This list of shortage areas is used in implementing the Critical Teacher Shortage Tuition Reimbursement Program and the Critical Teacher Shortage Student Loan Forgiveness Program. State Board of Education Rule 6A-20.0131 (2) further provides that:

In accordance with procedures approved by the Commissioner, a list of critical teacher shortage areas shall be prepared based on consideration of current supply and demand information related to Florida public school instructional personnel including but not limited to:

- (a) The number and percentage of vacant positions in each teaching discipline;*
- (b) The number and percentage of positions filled by teachers not certified in the appropriate field;*
- (c) The projected annual supply of graduates of state approved Florida teacher education programs for each discipline.*

Based on the information outlined above, the following subject fields have been identified by the State Board of Education as the critical teaching areas for 2006-07:

- **middle and high school level mathematics;**
- **middle and high school level science;**
- **reading;**
- **exceptional student education programs (ESE);**
- **English for speakers of other languages (ESOL);**
- **foreign languages;**
- **school psychologists; and**
- **technology education/industrial arts.**

Source: Office of Evaluation and Reporting, Florida Department of Education, November 2005

Teacher Exit Interview Statewide Results Summary

July 2003 - June 2004 and July 2004 - June 2005

The Florida Department of Education regularly collects data from school districts on the number of classroom teachers separating from service and their reasons for leaving. Classroom teachers are regular full-time instructional staff assigned to teach students in classroom situations, including basic instruction, exceptional student education, and vocational-technical education.

Number and Percentage of Teachers Leaving and Length of Service

For the period surveyed from July 2004 through June 2005, the number of teachers separating from service was 9,616 or 6.1 percent of the 158,684 teachers employed as of October 2004. The average length of service for the departing teachers was 9.4 years. For 2003-04, 9,175 teachers separated from service, or 6.2 percent of the 148,198 teachers employed as of October 2003. The average length of service for teachers departing in the 2003-04 survey period was 10.2 years.

	04-05 (July -June)	03-04 (July -June)
Total Teachers	158,684	148,198
Teachers Leaving	9,616	9,175
Average Years of Teaching Service (Teachers Leaving)	9.4	10.2

Reasons for Separation: Voluntary, Involuntary, and Other

In the 2004-05 survey period, 89.5 percent of the leaving teachers were voluntary resignations, with 3.1 percent classified as involuntary resignations, and 7.4 percent leaving for other reasons. In the 2003-04 survey period, 86.3 percent of the leaving teachers were voluntary resignations, with 4.3 percent classified as involuntary resignations, and 9.3 percent as other.

Separation Category	July '04 - June '05		July '03 - June '04	
	Number	Percent	Number	Percent
Voluntary	8,604	89.5%	7,922	86.3%
Involuntary	303	3.1%	397	4.3%
Other	711	7.4%	858	9.3%

Reasons for Voluntary Separation

For both the 2003-04 and 2004-05 reporting periods, most teachers left teaching service to relocate, for family/personal reasons and retirement. The number one reason teachers gave for leaving service was to relocate.

Teachers who voluntarily left service were classified according to the following 13 reasons for separation (respondents could select more than one reason):

- Inadequate salary
- Lack of opportunity for advancement
- Dissatisfaction with supervisor
- Dislike of or unsuitable for assigned duties
- Resignation in lieu of termination
- Family/personal reasons
- Return to continuing education
- Relocation
- Retirement
- End of temporary assignment
- Inadequate benefits
- Stress on Job
- Other

For both the 2004-05 and 2003-04 survey period, the top five reasons for voluntary separation were (1) relocation, (2) family/personal reasons, (3) retirement, (4) other and (5) inadequate salary.

Top Five Reasons for Voluntary Separation*	July '04-June '05		July '03-June '04	
	Number	Percent	Number	Percent
Relocation	2,715	31.5%	2,411	30.4%
Family/Personal Reasons	2,496	29.0%	2,293	28.9%
Retirement	1,830	21.2%	1,830	23.1%
Other	1,308	15.2%	1,069	13.5%
Inadequate Salary	272	3.2%	283	3.6%

*Note: Teachers could select more than one reason for leaving.

Reasons for Involuntary Separation

In the 2004-05, there were 303 involuntary separations by teachers, with 166 resulting from termination at the end of the probationary period, 109 resulting from performance-related termination, and 28 resulting from workforce reduction

Other Reasons for Separation

More teachers in 2004-05 left service for "other" reasons than in the 2003-04 survey period. The majority of reasons listed were child rearing, starting own business and spouse relocation.

Source: Florida Department of Education

Appendix II

State University System of Florida

Colleges of Education

State University System of Florida

Enrollment in Teacher Education Degree Programs

Table 1

	2000	2001	2002	2003	2004	2005
FAMU	415	396	377	797	809	728
FAU	2146	2210	2344	2451	2443	2419
FGCU	392	385	358	339	348	412
FIU	1863	1818	1771	1746	1665	1855
FSU	2264	2282	2241	2114	2104	2148
NCF	-	-	-	-	-	-
UCF	2507	2586	2660	4107	4233	4476
UF	1403	1340	1392	1381	1468	1521
UNF	1114	1091	1034	1094	1035	1103
USF	3483	3799	3669	3686	3784	4207
UWF	677	655	662	705	723	846
Total	16264	16562	16508	18420	18612	19715

* Data reflects those education majors designed to train PreK-12 classroom teachers.

Source: State University System of Florida Information Management Resource; SUS Colleges of Education

Teacher Education Degrees Awarded since 2000

Table 2

* Data reflects those education majors designed to train PreK-12 classroom teachers.

	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005
FAMU	227	190	198	177	141
FAU	458	447	539	551	518
FGCU	135	146	153	135	128
FIU	572	596	504	555	452
FSU	763	1035	854	856	802
NCF	-	-	-	-	-
UCF	922	917	942	1003	979
UF	561	579	569	534	495
UNF	379	402	379	368	354
USF	864	997	995	894	886
UWF	187	183	165	186	223
Total	5068	5492	5298	5259	4978

Source: State University System of Florida Information Management Resource; SUS Colleges of Education

STATE UNIVERSITY SYSTEM
College of Education Teacher Preparation Programs:
A Snapshot of Action and Innovation

College of Education	Successful Programs	Innovative Programs
Florida A & M University	National Board Resource Center (NBRC): one of five U.S. centers used to recruit teachers into graduate programs while becoming national board certified.	Teachers for New Era (TNE): a national initiative that focuses on recruitment of underrepresented groups into teaching and late-deciders into undergraduate programs.
Florida Atlantic University	A Teaching and Learning Center with Broward CC and Broward School Board to attract, train and retain high quality teachers in the community.	An Accelerated Induction to Teaching program that links qualified student teachers with a Master Mentor teachers out in the schools.
Florida Gulf Coast University	A Teacher Immersion Program (TIP), an intensive summer institute for alternate certification via a partnership with area schools.	A Masters and Mentors program, a Southwest Florida professional development partnership for ESE professionals, leading to a MS in Special Education.
Florida State University	An Education Learning Community - a freshman residence hall for Education majors to live and take classes together; includes service learning component.	Degree programs via distance learning: MS in Special Education, Math Ed., Science Ed.; Specialist certificate programs; Reading endorsement program.
University of Central Florida	CORE- Creating Opportunities and Resources for Educators program - prepares school district paraprofessionals as certified teachers.	T-MAST - Transition to Math & Science Teaching- a fast track, graduate program for Math & Science career professionals to transition into teaching careers.
University of Florida	A Professional Development Community model - partnership with 8 Alachua Co. elementary schools for teacher training with school mentors and support.	UF TEACH - program to identify liberal arts graduates and prepare them for certification as math and science teachers.

College of Education	Successful Programs	Innovative Programs
University of North Florida	An undergraduate Minor degree program in Professional Education for arts & science majors as preparation for teacher certification and employment.	Partnership with Duval Co. to recruit out-of-state teachers and provide graduate training to become school counselors.
University of South Florida	Laptop Initiative - In partnership with APPLE Computers, prepares student teachers to integrate technology into curriculum and instruction.	Accelerated Master of Arts in Teaching program - four semester track for non-Educ. Graduates to gain certification in 7 different degree programs.
USF St. Petersburg	Master of Science in Elementary Ed. & E.S.O.L. - a graduate program for career changers to prepare for Elementary Ed. certification.	ESCALERA - Elementary & Secondary Certification for Adult Learning about Education and its Real Applications - certification for bilingual school staff.
University of West Florida	A DANTE program - Defense Activity for Non-traditional Education Support - made available to military throughout the world.	TEACHERREADY - an on-line competency-based alternate certification program - provides on-line instruction to a cohort of students.

- The SUS Deans were asked to submit a summary of One Successful Program and One Innovative Program in preparation for their state meeting with BOG member Dr. Stanley Marshall.

BEST PRACTICES / NEW STRATEGIES

A Summary of Recommended Actions Offered by the Deans of SUS Colleges of Education

The SUS Colleges of Education are recognized as critical partners needed to address the complex issues of improving education throughout Florida. Education Deans and faculty understand their critical role in the preparation of highly qualified teachers that will help the State to meet its educational goals and remain competitive in a global environment and are fully prepared to accept this challenge.

The following recommendations were submitted to Board of Governors member Dr. Stanley Marshall following a February 28, 2006 state meeting of the SUS Deans hosted by Dr. Marshall.

✦✦ *Celebrate the Profession of Teaching*

1. Develop a sustained statewide campaign to promote the importance and value of the profession of teaching and to honor and celebrate teachers.
2. Encourage research that documents the value-added contributions that SUS institutions make to the educational system not just in preparing teachers, but also the administrators, counselors, school psychologists, and future faculty for preparation programs in universities and community colleges.

✦✦ *The Education of State Policymakers*

1. Focus attention on the State's need to develop a multi-faceted approach to provide every student with well qualified educators and stress that SUS Colleges of Education are a vital part of that solution. The Colleges should be key collaborators with policymakers to assure positive educational outcomes in Florida.
2. Take a leadership role in assuring that policymakers receive on-going information (based on the accumulation of knowledge and data in the teaching and teacher education literature) about national trends and issues relating to teaching and teacher education -- and to assure that decisions made in Florida link to the "big picture" nationally. Issues include:
 - a. The root causes of the educator shortage (low pay for teachers, poor working conditions, low status of the teaching profession which result in recruitment and retention problems).
 - b. The retention of teachers is as critical as the recruitment of them. Further, provide policymakers with resources (e.g., national data and comparisons with data collected in Florida) and successful models (from other states) relating to teacher retention.

3. Schedule two state-level meetings per year with the SUS Deans and Board of Governors members.
4. Disseminate evidence of focused research occurring at SUS Colleges that lead to increased student achievement along with other significant educational outcomes such as increased attendance, decreased drop-out rates, greater community service, and fewer behavioral problems. Support studies that use valid indicators of teaching effectiveness to compare SUS program completers vs. candidates who enter teaching through other routes.
5. Showcase the “value added” contribution that SUS institutions make in preparing educators, educational leaders, and in improving K-12 education through research and promote indicators related to improving students’ quality of life: greater interest in the arts, increased civic engagement, better understanding of health issues (obesity in children is now a serious national concern), and greater awareness of career opportunities.
6. Work with university presidents about the need for COE’s to have full-time recruiters.

✦✦ *K-20 Collaboration and Cooperation*

1. Call a State Summit of Colleges of Education with a few of their partner school district superintendents to discuss creative strategies to address the shortage. Encourage the development of a joint K-12 legislative and broader K-12/SUS partnership agenda among SUS Colleges and K-12 districts to confront the real challenges facing the K-20 education system.
2. Encourage SUS Colleges of Education partnerships with community colleges, school districts, the Florida Department of Education, and the private sector to maximize efforts to:
 - a. More effectively address teacher shortages and teacher retention;
 - b. Preserve quality preparation for teachers;
 - c. Support student achievement and better community outcomes, particularly for high-poverty schools;
 - d. Provide seamless programs for training teachers;
 - e. Support statewide programs, budget initiatives, financial aid for teacher candidates;
 - f. Enhance coordination of professional development programs
 - g. Enable the SUS Colleges to serve as a central repository for information provided to and needed for policymakers about education programs and research.
 - h. Expand on-line delivery and enhanced technological-enriched education to non-traditional students and to students developing second careers (military, business, previously credentialed students, teacher aides, school district staff, and displaced workers).
3. Understand that the demographic changes in the K-12 student population and increased poverty means that helping all children succeed will require greater

collaboration with partners outside the educational system, such as pediatrics, nursing, public health, and social services.

4. Appoint regional teams to develop teacher training consortia that bring all stakeholders to the table in order to promote coordination of programs, minimize duplication of services and reduce inefficiencies of delivery.
5. Assist universities and school districts to partner for the development of career academies in high schools to recruit & retain young students interested in teaching as a profession.

✦ *Funding Issues*

1. *Enhancing the teaching profession for educators and faculty* –
 - a. The single act that would assist Colleges in recruiting students to complete approved programs would be to pay teachers more at the point of entrance into the profession.
 - b. In order to recruit and retain educators and faculty, the State must address the fundamental salary differential for Florida schools.
 - c. A "career ladder" approach that reflects credit for the level of preparation: Level 1 teacher (not yet fully certified); Level 2 teacher (certified through a route that included limited coursework, performance observations, etc.); Level 3 teacher (completed an approved program). The level 1's would be paid at current levels; level 2's, perhaps \$1000 more; level 3's, \$3000 more. This incentive could entice more students to select the more rigorous preparation that includes not only coursework related to teaching students of diverse needs and abilities but also demonstration of competence through multiple supervised instructional performances.
 - d. Funding strong induction support programs would help keep teachers in schools who may decide to leave early in their careers. Retention of high quality teachers is as an equally pressing issue as recruitment of new teachers.
 - e. Create new incentives to lure back the thousands of teachers who are certified but who are not teaching in schools.
 - f. Develop a program to enable new teachers, principals, and teacher educators to buy homes in areas that have high property values.
2. Advocate for sufficient resources for Colleges of Education to assure that Colleges are able to supply high numbers of quality teachers, engage actively with schools to retain teachers and assume the lead role in contributing to research on quality teaching and teacher education.
3. *Educator Preparation Institutes* - The funding of EPIs will increase the number of quality teachers by enabling post-baccalaureate degree holders who wish to become teachers to be certified more efficiently and effectively through state approved programs.

Appendix III

Teacher Salaries

Florida Teacher Salary Ranges by School District Size and Degree Level - 2005

Table 1. Teachers with Bachelor's degrees in Smallest and Largest Districts

Size	Smallest			Size	Largest		
	District	Minimum	Maximum		District	Minimum	Maximum
67	Lafayette	\$28,237	\$42,825	1	Dade	\$33,275	\$61,325
66	Jefferson	\$26,500	\$45,200	2	Broward	\$34,000	\$63,254
65	Glades	\$30,000	\$48,300	3	Hillsborough	\$31,000	\$51,544
64	Franklin	\$26,000	\$40,134	4	Orange	\$32,266	\$52,396
63	Liberty	\$27,595	\$42,719	5	Palm Beach	\$33,494	\$60,000
62	Hamilton	\$27,675	\$43,311	6	Duval	\$31,000	\$54,226
61	Gulf	\$28,076	\$44,936	7	Pinellas	\$31,100	\$51,400
60	Dixie	\$29,000	\$45,320	8	Polk	\$30,582	\$47,374
59	Calhoun	\$27,680	\$42,390	9	Lee	\$30,473	\$51,233
58	Union	\$25,804	\$45,239	10	Brevard	\$30,500	\$50,235

Table 2. Teachers with Master's degrees in Smallest and Largest districts

Size	Smallest			Size	Largest		
	District	Minimum	Maximum		District	Minimum	Maximum
67	Lafayette	\$30,437	\$45,025	1	Dade	\$36,275	\$64,375
66	Jefferson	\$27,800	\$46,500	2	Broward	\$37,000	\$66,254
65	Glades	\$31,500	\$50,715	3	Hillsborough	\$33,912	\$54,456
64	Franklin	\$28,815	\$44,872	4	Orange	\$34,516	\$54,646
63	Liberty	\$30,144	\$45,268	5	Palm Beach	\$35,994	\$62,500
62	Hamilton	\$30,175	\$45,811	6	Duval	\$32,000	\$57,246
61	Gulf	\$29,877	\$47,162	7	Pinellas	\$33,250	\$53,550
60	Dixie	\$31,300	\$47,620	8	Polk	\$32,642	\$49,434
59	Calhoun	\$29,480	\$44,190	9	Lee	\$33,460	\$51,425
58	Union	\$28,219	\$47,655	10	Brevard	\$32,985	\$52,720

Source: Teacher Salary, Experience and Degree Level 2004-05, Statistical Brief, Florida Department of Education.

Table 3

The Structure of Teacher Compensation

Teachers' Salary Schedules in Select Florida School Districts

Most public school districts use the “single” or “uniform” salary schedule to determine how much a teacher will earn. Such a schedule typically sets teacher pay solely on the basis of teaching experience and teacher degree level. Most districts also use the single salary schedule to determine incremental increases in pay each year based on the number of years in service. This table displays the first five years of salary for a sampling of districts.

School District	Years Experience	^Step	Bachelors Degree	Masters	Specialist	Doctorate
Alachua	0	0	\$28,375	\$30,000	\$31,000	\$32,000
	1	1	\$28,750	\$30,400	\$31,425	\$32,550
	2	2	\$29,125	\$30,775	\$31,875	\$33,125
	3	3	\$29,500	\$31,150	\$32,300	\$33,700
	4	4	\$29,875	\$31,525	\$32,750	\$34,250
	5	5	\$30,250	\$31,900	\$33,175	\$34,800
Broward	0	1	\$35,000	\$38,650	\$41,800	\$43,000
	1	2	\$35,023	\$38,673	\$41,823	\$43,023
	2	3	\$35,096	\$38,746	\$41,896	\$43,096
	3	4	\$35,375	\$39,025	\$42,175	\$43,375
	4	5	\$35,800	\$39,450	\$42,600	\$43,800
	5	6	\$36,190	\$39,840	\$42,990	\$44,190
Duval	**	1	\$32,750	\$33,750	\$34,882	\$36,231
	**	2	\$33,089	\$34,099	\$35,398	\$36,811
	**	3	\$33,429	\$34,443	\$35,905	\$37,339
	**	4	\$33,752	\$34,924	\$36,368	\$37,822
	**	5	\$34,134	\$35,391	\$36,796	\$38,269
	Hillsborough	**	1	\$32,005.07	**	**
**		2	\$32,652.57	**	**	**
**		3	\$33,300.07	**	**	**
**		4	\$33,962.99	**	**	**
**		5	\$34,641.32	**	**	**

School District	Years Experience	^Step	Bachelors Degree	Masters	Specialist	Doctorate
Leon	0	0	\$33,000	\$34,100	\$35,250	\$36,400
	1	1	\$33,087	\$34,199	\$35,343	\$36,481
	2	1	\$33,087	\$34,199	\$35,343	\$36,481
	3	2	\$33,414	\$34,541	\$35,797	\$36,941
	4	3	\$34,005	\$35,180	\$36,416	\$37,550
	5	4	\$34,802	\$36,001	\$37,302	\$38,449
Miami Dade	**	1	\$34,200	\$37,200	\$39,200	\$41,200
	**	2	\$34,371	\$37,371	\$39,371	\$41,371
	**	3	\$34,543	\$37,543	\$39,543	\$41,543
	**	4	\$34,716	\$37,719	\$39,716	\$41,716
	**	5	\$34,889	\$37,889	\$39,889	\$41,889
Palm Beach	**	0	\$33,494	**	**	**
	**	1	\$34,845	**	**	**
	**	2	\$35,880	**	**	**
	**	3	\$35,892	**	**	**
	**	4	\$36,072	**	**	**
	**	5	\$36,249	**	**	**
Seminole	**	0	\$32,012	\$35,934	\$39,114	\$42,294
	**	1	\$32,012	\$35,934	\$39,114	\$42,294
	**	2	\$32,332	\$36,254	\$39,434	\$42,614
	**	3	\$32,655	\$36,577	\$39,757	\$42,937
	**	4	\$33,226	\$37,148	\$40,328	\$43,508
	**	5	\$33,807	\$37,729	\$40,909	\$44,089

^A "step" does NOT represent a year of teaching experience. New teachers are placed on the salary schedule based upon previous years of verified experience.

**Information not available.

Sources: Florida School Districts Teacher Salary Schedules: Duval County Public Schools, 2005-2006; Hillsborough Classroom Teachers Association, 2005-2006; Leon County Teachers Association, 2005-2006; Miami Dade Public Schools 2005-2006; Palm Beach Classroom Teachers Association, 2005-2006; School Board of Alachua County, 2005-2006; School Board of Broward County, 2005-2006; Seminole County Public Schools, 2005-2006