



The Florida Senate

Interim Project Report 2007-115

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Committee on Higher Education

TEACHER PREPARATION PROGRAMS

SUMMARY

A consensus of research finds that the single greatest indicator of student achievement is the quality of the teacher in the classroom.¹ In order to compete in a global economy, Florida must staff its schools with highly effective educators and revisit current policies and systems that determine how classroom teachers are recruited, educated, and provided with continuing professional development.

Presently, five factors are contributing to a severe teacher shortage in Florida's public schools 1) Florida, similar to other southern states, is faced with enrollment growth; 2) an unprecedented number of classroom teachers will reach retirement age over the next several years;² 3) retention rates for new teachers indicate that upwards of 50 percent leave the profession within the first five years;³ 4) Florida's constitutional class-size requirements will necessitate even greater numbers of educators for our classrooms; and 5) projections of teacher education graduates in 2006-07 represent only five percent or less of the number of teachers Florida will actually need, especially in the critical shortage areas of math, science, foreign languages and English for Speakers of Other Languages (ESOL).⁴

In order to ensure that policy makers and educators have the best information on which to base decisions and initiate strategic change, the state must require a cohesive K-20 system of data collection. The data collection must focus on preservice education, field experiences, quality induction, continuing professional development, and principal leadership training, all tied directly to increased student achievement. This

transparent gathering and sharing of student achievement data and educational practices should serve as the basis to:

- Initiate a long-term plan to expand and maintain a highly effective teaching pool;
- Conduct a comprehensive review and refinement of state-approved colleges of education;
- Establish and implement a framework for quality induction and mentoring programs for new teachers; and
- Require National Board Certified teachers to target mentoring activities to beginning teachers and those in need of improvement.

BACKGROUND

The Florida Legislature enacted legislation and provided funding to establish Educator Preparation Institutes (EPI) at accredited postsecondary institutions throughout the state.⁵ The goal of an EPI is to establish professional development, recertification, substitute teacher training, paraprofessional instruction, and education competency-based instruction for individuals with bachelor's degrees in an effort to produce and expand the state's pool of qualified teachers. Currently, all 28 community colleges have established an EPI.

In addition to the EPI efforts, the 2002 Legislature enacted provisions to require all school districts to establish mechanisms for alternative certification developed or approved by the DOE.⁶ This alternate pathway to certification provides competency-based, on-the-job professional education preparation to newly

¹ <http://www.edweek.org/rc/issues/teacher-quality>

² DOE, Critical Teacher Shortage Areas 2006-07, p. 6

³ *Induction Into Learning Communities*, p. 3, National Commission on Teaching and America's Future

⁴ DOE, Critical Teacher Shortage Areas 2006-07, p. 16

⁵ Section 1004.85, F.S.

⁶ Section 1012.56(7), F.S.

hired teachers who have demonstrated subject area expertise, but who have not graduated from a traditional teacher preparation program.

The State Board of Education adopted as its top priority to acquire, retain, and develop qualified effective teachers.⁷ The Florida Board of Governors subsequently adopted a strategic goal to meet statewide professional and workforce needs, and each of the state universities is required to participate in achieving the statewide plan.⁸ The DOE has also amended State Board Rule 6A-5.066, F.A.C., to include greater accountability in outcomes for preservice teacher preparation programs. The state's approved teacher preparation programs are scheduled to be in full compliance with the new provisions outlined in the amended rule by January 2008.⁹

METHODOLOGY

Staff surveyed the state university Colleges of Education to assess each institution's strategy to increase enrollment, enhance teacher education practices, promote and improve relationships with Florida school districts as well as other education partners, and to offer legislative suggestions in an effort to meet Florida's teaching needs. Ten of the 11 distributed surveys were returned and included an array of practices focused on both recruitment initiatives and enhancement of student teaching protocols.¹⁰

Other major research documents reviewed by staff included the report entitled *No Dream Denied* by the National Commission on Teaching and America's Future (NCTAF); studies by the Southern Regional Education Board (SREB); publications by the Office of Program Policy and Government (OPPAGA); the *2005 Progress Report on Florida Teachers and the Teaching Profession* by the Council for Education Policy, Research and Improvement; documents from the Education Commission of the States (ECS); the newly released Koret Task Force findings on Florida's education reform efforts;¹¹ and the *Educating School Teachers* report released on September 18, 2006.¹²

⁷ State Board of Education K-20 Strategic Plan, January 2005

⁸ Florida Board of Governors 2005-2013 Strategic Plan

⁹ State Board of Education Action Item, January 17, 2005

¹⁰ Survey response not received from Florida Agricultural and Mechanical University (FAMU)

¹¹ <http://www.hoover.org/publications/books/3895672.html>

¹² http://www.edschools.org/teacher_report.htm

Staff also reviewed teacher quality information from other states¹³ with demographics and growth issues similar to those in Florida and received from the DOE multiple data reports as well as current and planned initiatives to provide support for Florida's school districts in their efforts to meet teacher workforce needs.

FINDINGS

The Teacher Pipeline and Recruitment Efforts

Until recently, Florida has relied on traditional teacher preparation programs through university colleges of education to educate and staff the state's K-12 classrooms. In recent years, the Florida Legislature has made a committed effort to meet growing teacher workforce needs through funding to postsecondary institutions for recruitment efforts and by providing multiple pathways for teachers to meet certification requirements outside the realm of traditional teacher preparation programs.¹⁴

Florida presently has 33 teacher preparation institutions approved through the DOE. The number of graduates produced by the 33 programs has remained stagnant over the past several years and even when combined with the EPI and alternative certification mechanisms, state totals will not meet the teaching needs of Florida's K-12 classrooms.¹⁵

The DOE maintains a website devoted to meeting teacher workforce needs by providing multiple support mechanisms to local school districts to facilitate their recruitment efforts. The Department also initiated this year a partnership with a private advertising firm to provide a major marketing campaign in an effort to promote teaching as a premier profession.¹⁶

¹³ Georgia, North Carolina, South Carolina, Tennessee, and Texas

¹⁴ Succeed, Florida! Funding 2005 - \$5 million; 2006 - \$10.235 million; EPI - s. 1004.85, F.S.; Alternative Certification - s. 1012.56(7), F.S.

¹⁵ Graduates by Year: 1993 - 5800; 1994 - 6100; 1995 - 6000; 1996 - 6100; 1997 - 6200; 1998 - 6300; 1999 - 6100; 2000 - 5900; 2001 - 6000; 2002 - 5700 from Trends in the Supply of New Teachers in Florida, FLDOE; www.flbog.org/factbook/

¹⁶ Press Release, Office of the Governor, January 2006 - Cooper DDB, Advertising & Strategic Marketing Solutions

While some school districts are not experiencing student enrollment growth, all are actively engaged in recruitment efforts due to class size provisions, retirement trends, and high attrition rates of teachers voluntarily leaving the profession. Several school districts have reported establishing high school career academies for secondary students to encourage high school students to pursue a career in education. The Legislature provided initial funding for Succeed, Florida! during the 2005-06 school year and increased funding this year to provide opportunities for school districts to establish and implement high school career academies, including teaching career academies.¹⁷ Academies are presently funded in several districts throughout the state and it is anticipated that many more are being developed as a result of the 2006 A++ legislation.¹⁸

Historically, the preparation of teachers has been largely the responsibility of the colleges of education rather than that of the entire institution. The Southern Regional Education Board in its *Challenge to Lead* series reports that only six of the SREB states hold the entire institution responsible for graduating quality educators and encourages other states to consider similar policies.¹⁹

Although the state university colleges of education have not kept pace with Florida's teacher workforce needs, they have undertaken a variety of recruitment initiatives. Some of the more promising initiatives include:

- The University of Central Florida's partnership with Lockheed Martin to accelerate entry of industry employees to become math and science teachers,²⁰
- Florida Gulf Coast University's partnership with Collier County School district in establishing a Teaching Academy for students in two area high schools in an effort to grow their own teaching workforce;
- Paid internships for highly qualified student teachers at Florida Atlantic University (FAU) and

the emergence of FAU's Urban Teacher Academy Program initiative with Broward County School District to recruit aspiring educators at the high school level into predominantly poor and hard-to-staff schools;

- Florida State University's (FSU) Preservice Teachers Academy held during the summer for high school students at the Cawthon Learning Community, FSU's dormitory designated solely to student teachers;
- The University of Florida's UFTeach, a collaborative initiative between the college of education and the college of liberal arts and sciences to stimulate interest in science and mathematics teaching;
- The University of North Florida's (UNF) QUEST program to recruit and develop minority undergraduate students and UNF's job placement rates for graduates at almost 100 percent and retention rates for new teachers at over 90 percent;
- The University of South Florida's (USF) 2006 Southeastern Consortium for Minorities in Engineering Conference to encourage underrepresented middle and high school students to pursue engineering and teaching in science and math;

One college of education dean urged policy makers to "View our colleges as full partners in helping address the complex issue of improving education across the state, and not as obstacles to be overcome or ignored. All of us understand the critical need to collaborate to help this state meet its educational goals and remain competitive in a global environment, and we are fully prepared to undertake that role when asked to do so as partners."²¹ Clearly, all entities involved in educating students will need to be engaged in efforts to expand and enhance the quality of Florida's teacher pool.

Student Teacher Preparation

Florida currently accredits 33 Teacher Preparation Programs, all approved through the DOE. The DOE reports that 21 percent of teacher education graduates in Florida come from private colleges and universities and the remaining 79 percent from state institutions.²² Based on information provided by the Board of Governors (BOG), the State University System (SUS)

¹⁷ 2005 Funding of Career Paths - \$6 million; 2006 Funding - \$7.458 million

¹⁸ Chapter 2006-74, L.O.F.

¹⁹ Alabama, Louisiana, Maryland, North Carolina, South Carolina, and Texas – SREB 2004 *Challenge to Lead Series*

²⁰ T-MAST-Transition to Mathematics and Science Teaching/ <http://pegasus.cc.ucf.edu/~lmacad/T-MAST/index.html>

²¹ Sherree Houston, Assistant Dean, Florida Gulf Coast University

²² Of the 79 percent SUS graduates, 1.91 percent graduate from community colleges offering 4-year degrees (St. Petersburg, Miami-Dade, and Chipola)

colleges of education graduate approximately 6,000 student teachers annually.²³ Enrollment and graduation data is currently collected and maintained, however, student achievement data tied to colleges of education and individual graduates is absent.

The Education Schools Project recently released the *Educating School Teachers* report, a study of teacher education programs conducted by Arthur Levine.²⁴ The report describes the nation's colleges of education as inadequate in preparing graduates to teach in today's accountability-driven classrooms, environments continuously measured by student achievement and learning gains. The study was based on the use of a "large-scale data base of growth in student achievement," correlating the relationship between student achievement gains and teacher preparation" and includes the following findings:

- Inadequate preparation;
- A curriculum in disarray;
- Disconnected faculty;
- Low admissions standards;
- Insufficient quality control;
- Disparities in institutional quality; and
- A direct correlation between the quality and type of teacher education program and student achievement.

The recommendations included transforming the colleges of education into professional practice schools similar to the concept of teaching hospitals for medical students in order to create environments to "enrich education, research, and professional development." The study also includes key components of existing exemplary teacher education programs, which may well serve as a benchmark for Florida in addressing the preparation of highly effective educators. Every recommendation necessitated a relationship of mutual dependence between the colleges of education and individual schools serving as teaching laboratories.

The National Commission on Teaching and America's Future (NCTAF) also includes a comprehensive compilation of research on teacher quality and offers the following elements as essential to highly effective teacher education programs:

- Careful recruitment and selection of candidates;

- Strong academic preparation including in-depth content knowledge and a firm understanding of how children learn;
- Extensive clinical practice to include instruction of diverse students;
- Comprehensive entry level support including mentored induction;
- Modern learning technologies integrated throughout the continuum of a student teacher and teacher's career; and
- Assessment of teacher preparation program effectiveness (systematic data collection).

A majority of institutions reported changes in practices to prepare their student teachers in the committee surveys of the colleges of education.

The University of North Florida (UNF) requires all education students to complete clinical teaching experiences within a challenging urban setting and is one of only two undergraduate institutions with higher admissions standards for teacher education students than for those in other colleges within the university.

The University of Central Florida (UCF) conducts instruction for teachers seeking professional development opportunities and for paraprofessionals working toward certification directly on Osceola School District campuses.

Florida Gulf Coast University (FGCU) conducts an extensive survey of upper classmen to promote student and faculty reflection of preparation experiences and adjustment when necessary to student teaching methods and clinical experiences.

Florida State University (FSU) has implemented the Education Learning Community where all education majors reside in common student housing in order to provide support and to share professional experiences and research-based "best practices." The Education Learning Community emulates the research findings of secondary school reform as well as adult learning theory and professional development practices for educators.

Florida Atlantic University (FAU) has established learning communities for its entering freshman and requires clinical teaching experiences from the onset of their classroom training. Most recently, FAU has developed strategies to allow for upperclassmen to serve as paid substitute teachers under the direct guidance of a mentor teacher, often a recently retired and well-respected educator. Broward County's Urban

²³October 2005 presentation to Senate Education Appropriations.

²⁴http://www.edschools.org/teacher_report.htm

Teacher Academies Program (UTAP), with which FAU partners, has recently received the Kennedy School of Government Award (\$100,000) for its comprehensive solution to the teaching shortage.²⁵ The UTAP program provides meaningful experiences for high school students by promoting the profession of teaching as a promising career option. Graduates from the UTAP Program and FAU's College of Education are prepared as first year teachers to work effectively in high needs schools.

The University of South Florida (USF) requires actual classroom field experiences for undergrads prior to acceptance into the college of education and has recently opened a fully staffed advising office for students considering a career in the teaching profession.

Quality Teacher Induction Programs and Retention of Professional Educators

The National Center for Education Statistics estimates that one-third of America's teachers leave sometime during their first three years of teaching and almost half leave during the first five years.²⁶

Attrition rates for beginning teachers are persistently cited as a serious impediment to maintaining a quality teaching staff in K-12 classrooms.²⁷ The NCTAF findings stress adherence to the quality elements of effective teacher preparation, combined with extensive early teaching support (induction), a practice that reduces beginning teacher attrition rates by almost half.²⁸ A recent study conducted in Texas estimates that a teacher turnover rate of close to 40 percent costs the state a "conservative" \$329 million annually. If the estimated costs were to also include new training and substitute teacher salaries, the estimate could be as high as \$2.1 billion a year.²⁹ Consequently, addressing recruitment and preparation of educators in isolation of teacher attrition issues may provide only a bandage approach and a less than adequate return on the public's investment.

Some research, however, has contradicted these findings, asserting that attrition rates in the teaching profession are similar to or less than those found in other occupations.³⁰ A recent article in Education Week, defined "good attrition" as a "staff set of individuals" who are perhaps mismatched to the teaching profession.³¹ Regardless of the findings related to teacher attrition and retention, the consensus is that the focus must be directed at plausible retention solutions and what keeps effective teachers in the classroom.

Quality Induction Programs - A Systematic Structure for Support of Beginning Teachers

The major investment involved in preparing our teaching staff is only a portion of the investment equation. In order to guarantee a substantial return on this investment, quality induction must be treated as a fundamental practice rather than an extravagance. Quality induction programs tend to have a substantial impact on retention of new teachers and result in teacher competency (and therefore student achievement) much more rapidly than in school environments where new teachers are left to "sink or swim."³²

The newly released SREB *Challenge to Lead Series* profiles ten member states that currently require state supported induction and or mentoring programs for beginning teachers.³³ It is important to note that the mentoring component, albeit an essential element, is only one aspect of an effective induction program for beginning teachers. Below are recommendations and requisites for quality induction programs generated from NCTAF's comprehensive review of research including Louisiana's Framework for Quality Induction:

- All teachers participate;
- Induction lasts at least one full year and begins with an initial four-to-five days before school begins;

²⁵ www.ashinstitute.harvard.edu/Ash/pr_2006w_index.htm

²⁶ www.theteachingcommission.org/press/key-facts.html

²⁷ *No Dream Denied*, NCTAF, pp. 22-25

²⁸ *Quality Induction Reduces Teacher Turnover by More Than One-Half*, Smith & Ingersoll, American Research Journal 2004

²⁹ *No Dream Denied*, NCTAF - Texas State Board for Educator Certification

³⁰ *Question of Teacher Turnover Sparks Research Interest*, Education Week, Apr. 30, 2003

³¹ *Quality Counts 2000: Who Should Teach?*, Education Week on the Web

³² *Induction Into Learning Communities*, Fulton, Yoon, & Lee, NCTAF, August 2005

³³ Arkansas, Delaware, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Virginia, and West Virginia

- A continuum of professional development lasts over a period of two-to-three years and includes actual modeling of effective teaching;
- All beginning teachers are assigned a qualified mentor;
- Opportunities are provided to visit demonstration classes;
- Beginning teachers have lighter teaching loads; and
- A summative review is conducted for each beginning teacher at the completion of the induction program

The DOE is currently providing oversight for the Teacher Early Career/Early Placement Support Program (TECEP). The program supports competitive grants to seven school districts using \$1.5 million in federal Title II funding, focusing primarily on professional development programs for early teachers in high need schools and shortage areas.³⁴ Baseline data is collected from these district programs and may serve to provide a possible framework for a statewide induction initiative.

National Board Certified Teachers – A Potential Windfall for Effective Induction Programs

The DOE K-20 Strategic Imperatives include a goal of increasing the supply of and rewarding high-performing teachers.³⁵ Currently Florida has 7,733 Nationally Board Certified Teachers (NBCT), second in number only to North Carolina.³⁶ The Florida Legislature appropriates funds to provide a ten percent bonus to teachers earning National Board Certification and an additional ten percent bonus for mentoring of teachers who have not attained National Board Certification.³⁷ This statutory mentoring component further obligates NBCT recipients to mentor 12 workdays each school year outside of actual instructional time with students.³⁸ Because the research supports a strong mentoring component within quality induction, Florida may wish to consider provisions to require that mentoring by NBCT be specifically targeted to new teachers and those in need of improvement and instructional coaching.

³⁴ Duval, Escambia, Gadsden, Lee, Miami-Dade, Pinellas, Suwannee

³⁵ DOE Strategic Plan Approved by the SBOE, May 2006

³⁶ SREB *Challenge to Lead Series* May 2006

³⁷ 2004 Appropriation, \$63 million; 2005 Appropriation, \$84 million; 2006 Appropriation, \$97.898 million

³⁸ Section 1012.72, F.S.

The National Board for Professional Teaching Standards (NBPTS), which awards the National Board Certificate, commissioned a study to be conducted by the SAS Institute of Cary, North Carolina. The study was conducted to determine if teaching by NBCT had any significant impact in raising student achievement. The authors concluded that the national certification showed little result on increased student achievement and learning gains.³⁹ The NBPTS, however, has challenged the findings of the study, citing other studies.⁴⁰

Principal Leadership – “Teacher Magnets”

In its *No Dream Denied* report the NCTAF addresses the importance of principal leadership and the role the principal plays throughout and beyond the induction period. “Recruiting, hiring, and supporting teachers as they learn how to teach well are at the heart of a principal’s job. Nothing is more important.”⁴¹

The Florida Legislature has supported efforts to recruit, train, and retain qualified principals through funding of the Developing Education Leaders for Tomorrow’s Achievers (DELTA) instructional leadership program and most recently through the A++ legislation.⁴² This financial commitment will help create a skilled and highly effective teaching workforce. As one Nationally Board Certified Teacher was quoted, “good principals are teacher magnets.”⁴³ The chart below reflects the importance of quality principal leadership in maintaining and supporting an effective teaching staff, primarily in hard-to-staff schools.

³⁹ <http://www.edweek.org> June 14, 2006

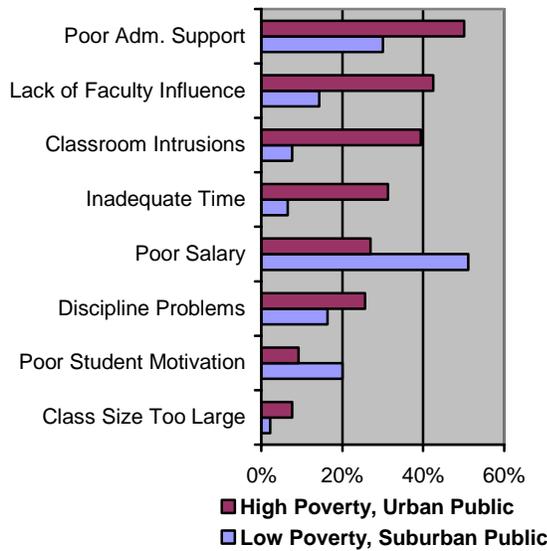
⁴⁰ Goldhaber and Anthony, University of Washington, 2005; Smith, et al., Office for Research on Teaching, Appalachian State University, April 2005; <http://www.edweek.org> June 14, 2006

⁴¹ National Commission on Teaching and America’s Future, Lynn Stuart, NCTAF Commissioner and Massachusetts principal

⁴² The A++ Legislation, Chapter 2006-74, LOF, renamed the DELTA Program as the Wm. Cecil Golden Principal Leadership Program

⁴³ www.teachingquality.org, *Silver Bullets or Smart Solutions*, p. 3

**Principal Support and School Conditions
Greatest Factors
in Dissatisfaction-Related
Teacher Turnover⁴⁴**



Data Collection: Starting with the End in Mind – Increased Student Achievement

In response to the establishment of multiple pathways to teacher certification, the Legislature amended Florida law to require a longitudinal study by the DOE to compare preparation routes and to determine differences in performance to be measured by student achievement levels and learning gains.⁴⁵ A *Study of Florida Teacher Preparation Programs for New Teachers* was released in January of this year and includes qualitative information regarding teacher preparation programs, experiences of beginning teachers, and principal ratings of new teachers. The reported findings (based upon teacher and principal self-reporting) were encouraging. The report, however, was completely void of any student achievement data collection tied to classroom teachers and their respective training pathways.

Because the concurrence of research findings confirms that teacher quality is the single greatest factor in influencing student achievement,⁴⁶ it is imperative that a quality data system exist in order to determine which practices and funding streams directly influence increased student achievement. Based on a review of the research literature, as well as responses from the colleges of education and dialogue with school district

staff, Florida is data rich and perhaps information poor. The consensus surrounding ineffective data collection systems suggests that this issue is not unique to Florida. After conducting a study of 14 states, the SREB published a report on *Data Systems to Enhance Teacher Quality* and concluded that much of the needed information exists, but unfortunately in a variety of state agencies and “buried in the nooks and crannies of different databases.”⁴⁷

The American Association of State Colleges and Universities (AASCU) conducted a study funded by the Carnegie Foundation to review evidence of teacher preparation tied to student achievement.⁴⁸ In order to effectively monitor and adjust professional educator practices that will lead to increased student achievement, the report suggests a framework that:

- Is developed collaboratively by all shareholders;
- Is operationalized state-by-state;
- Is broadly agreed upon;
- Is cost effective;
- Is reliable and valid; and
- Measures the effectiveness of individual; and programs (and pathways)

In the newly released study of Florida’s education reform initiatives, the Hoover Institution’s Koret Task Force reported on the importance of addressing correlates between individual teacher quality and student achievement data, although the focus was primarily on the elimination of unnecessary barriers for individuals interested in the teaching profession.⁴⁹ The recommendations contained in the study invite further discussion, but if implemented must include quality assurances to require comprehensive, longitudinal collection of data on teacher recruitment, preparation, induction, and professional development, and must be tied directly to student achievement at every step.

Louisiana’s Blue Ribbon Commission for Educational Excellence (LBRC) was established in 1999 by the Governor, the Louisiana Board of Regents, and the Board of Elementary and Secondary Education. The Commission’s mission was to create a cohesive PK-16 system to hold universities and school districts accountable for recruiting, preparing, supporting, and

⁴⁴ American Educational Research Journal 38, Fall 2001

⁴⁵ Section 1012.56(16), F.S.

⁴⁶ www.edweek.org/rc/issues/teacher-quality

⁴⁷ *Resolve and Resources to Get a Qualified Teacher in Every Classroom*, SREB 2004

⁴⁸ www.nctaf.org/resources/events/documents/Evidence_in_Teacher_Preparation_2006.pdf

⁴⁹ www.hoover.org/publications/books/3895672.html

retaining quality teachers who produce higher-achieving K-12 students. A fundamental component to Louisiana's success was the Commission's establishment of a comprehensive data system that would provide the state with accurate teacher quality information.⁵⁰ As quoted in one LBRC document, "data are not the end game: it is what is done with the results that will make a difference for student learning. Data are to be seen as a decision-making tool for examining teacher preparation programs, schools, and curricula – and to be used as a scalpel, not a machete."⁵¹

RECOMMENDATIONS

The Legislature may wish to consider the following recommendations in order to address the effectiveness and quality of classroom teachers and the state's teacher workforce needs:

1) Initiate a Long-Term Leadership Plan to Address the State's Needs to Expand and Maintain a Highly Effective Teaching Pool

Florida has witnessed remarkable gains in reading achievement as the result of a strong and unwavering commitment from the state and buy-in from every level of education and lay leadership. The state should consider a similar comprehensive leadership initiative, with an emphasis on collaboration between the Board of Governors, postsecondary presidents, and local school districts, to address Florida's long-term teaching workforce needs in order to meet the challenges of our global economy. Florida would be wise to consider a careful review of Louisiana's efforts to learn both from their successes and mistakes.

2) Address the Need for a Streamlined Data Collection System Tied Directly to Student Achievement

The state should collect data on teacher education from recruitment to the development of a veteran teacher. The data must be directly tied to student achievement. Systematic and longitudinal data collection would

require seamless collection activities between and among schools, districts, and postsecondary institutions, with a focus on increased student achievement tied directly to preservice instruction, field experiences, quality induction and mentoring practices, ongoing professional development, and principal leadership training.

3) Require a Comprehensive Review and Evaluation of State-Approved Colleges of Education to Include a Correlation to Student Achievement

This comprehensive review and evaluation would require the BOG, the DOE, and the colleges of education to review and evaluate all components of teacher preparation programs and to make data driven program adjustments where necessary to address teacher quality and increased student achievement.

4) Establish and Implement a Framework for High Quality Induction and Mentoring Programs for New Teachers and Those in Need of Improvement

The state should consider establishing comprehensive induction programs in all Florida school districts, emphasizing model practices that engage postsecondary institutions, local school districts, schools with strong principal leaders, National Board Certified Teachers, and the local education foundations.

5) Require National Board Certified Teachers to Target Mentoring Activities with Beginning Teachers and Those in Need of Improvement

The state should consider requiring focused provisions for mentoring by NBCT to ensure that the most highly effective teachers are working with beginning teachers and those teachers most in need of improved teaching strategies.

⁵⁰ The Center for Teaching Quality; Teacher Quality US; International Society for Technology in Education; National Forum Journals; The New York Times; Southern Regional Education Board; The American Association of Colleges for Teacher Education, Education Week

⁵¹ *The Louisiana Story: Improving Preparation and Support of Teachers Through Data*, Jean Burns, Staff Director of LBRC:

www.teachingdata.org/pdfs/state_example_la.pdf