



K – 20 Competitiveness Subcommittee

Wednesday, January 26, 2011

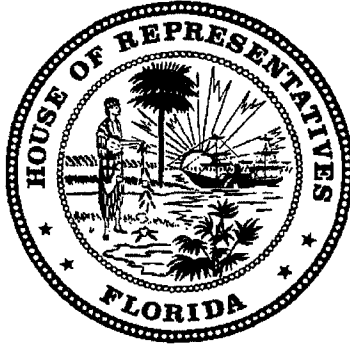
2:00 PM – 5:00 PM

17 HOB – Morris Hall

Meeting Packet

**Dean Cannon
Speaker**

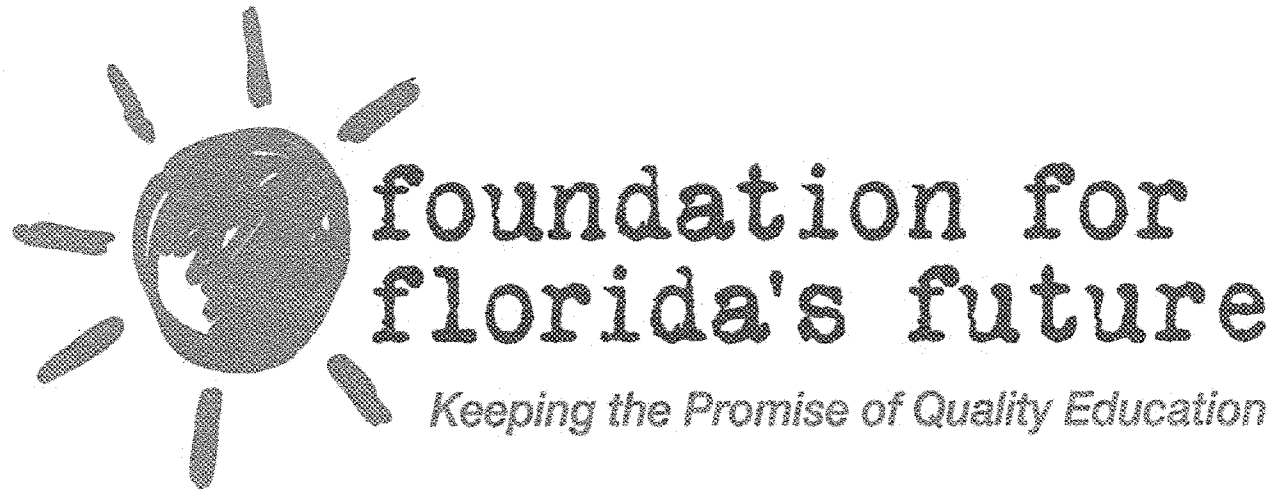
**Erik Fresen
Chair**



AGENDA

K-20 Competitiveness Subcommittee
January 26, 2011
2:00 p.m. – 5:00 p.m.
17 HOB

- I. Call to order/Roll Call
- II. Opening Remarks
- III. Presentation on Foundation for Florida's Future
 - 2011 Teacher Quality Initiative
- IV. Panel Discussion on Instructional Quality
- V. Closing Remarks and Adjournment



2011 Teacher Quality Initiative

Evaluating Current Practice, SB 6, and the 2011 initiative

Major Provisions

- Evaluation Reform
- Assessments
- Compensation Reform
- Tenure Reform

Evaluations

Levels of Evaluation

<u>Current Practice</u>	<u>2010 SB 6</u>	<u>2011 initiative</u>
The majority of districts evaluate teachers on two criteria: satisfactory and unsatisfactory.	Required districts to develop a <u>four-tiered</u> evaluation system comprised of: highly effective, effective, needs improvement, and unsatisfactory.	School districts required to develop an evaluation system comprised of <u>at least four levels</u> : highly effective, effective, needs improvement, and unsatisfactory.

Percent of Evaluation Tied to Performance

<u>Current Practice</u>	<u>2010 SB 6</u>	<u>2011 initiative</u>
Current law states that teacher effectiveness must be the “primary” basis for teacher evaluations. However, no district (pre-RttT) has a system of tying teacher effectiveness to teacher evaluations.	Required <u>more than 50%</u> of an evaluation to be based on student learning gains.	Requires <u>at least 50%</u> of a teacher’s evaluation be based on student performance, of which <u>10% may be based</u> on a district-level objective assessments (as stated in RttT).

Assessments

<u>Current Practice</u>	<u>2010 SB 6</u>	<u>2011 initiative</u>
<p>State administers FCAT and select end-of-course exams.</p> <p>Tests (local or state) do not comprise a significant portion of a teacher or administrator's evaluation, though explicitly stated in current statute (s. 1012.34(3)).</p>	<p>Required that <u>district-created</u> tests be developed for all grades and subjects not covered by a state assessment.</p> <p>State and local tests would have comprised 50% of teacher evaluations.</p>	<p>Elementary, Middle and High School Teachers who teach a FCAT, end-of-course exam, or an AB/IP/AICE test will be evaluated on students progress on the tests.</p> <p>Elementary and Middle School teachers and administrators who do not teach a grade or subject with an assessment will be based on the overall gains of the students in the school (or team of teachers if applicable).</p> <p>High schools teachers and administrators who do not teach a grade or subject with an assessment will be graded on the overall gains of the school's grade, which takes into account grad rates, at-risk grad rates, acceleration rates, college readiness rates</p> <p>Districts are allowed to use state-approved district exams for subjects not covered by a state exam.</p> <p>Teachers of disabled students may be evaluated on progress made on criteria listed in individual education plans.</p>

Performance and Differentiated Pay

<u>Current Practice</u>	<u>2010 SB 6</u>	<u>2011 initiative</u>
<p>Teachers are paid based on years of service and degrees held, without consideration of how much their students learn.</p>	<p>Created a 5% performance fund. A district was required to use the fund for performance and market-based pay (i.e. teaching in low-income schools or shortage subject areas). If district did not, they could lose the 5% fund.</p>	<p><i>When a district gives pay increases:</i></p> <p>(1) <u>50% of all pay adjustments</u> must be dedicated to higher salaries for teachers who are classified as “effective” or “highly effective” teachers</p> <p>(2) <u>30% of all pay supplements</u> must be dedicated to higher pay to teachers in low-income schools, who teach a subject with a shortage of teachers, or who take on more academic responsibility.</p>

Years of Service and Degrees

<u>Current Practice</u>	<u>2010 SB 6</u>	<u>2011 initiative</u>
Teachers are paid based on years of service and degrees held, without consideration of how much their students learn.	Mandated that school district <u>may not</u> give pay increases for years of service or degrees held.	Allows districts to give pay increases to teachers with a history of <u>“effective”</u> and <u>“highly effective years of service”</u> and to teachers who have advanced degrees in the <u>subject matter that they teach and are certified.</u>

Tenure Reform

<u>Current Practice</u>	<u>2010 SB 6</u>	<u>2011 initiative</u>
<p>After three annual contracts, teachers are awarded a professional services contract, an automatic rolling contract that gives them employment for life, also known as tenure.</p> <p>The only way to remove a teacher with tenure is through a costly, time-consuming process that often takes longer than a school year.</p>	<p>Teachers hired after July 1, 2010 would have been placed on annual contracts. This did not affect teachers hired before July 1, 2010.</p>	<p>Teachers hired after July 1, 2011 will be given 3 annual contracts (and an additional annual contract at the district's discretion). Teachers who are "effective" or "highly effective" for 2 out of these 3 years can receive a three-year contract known as a <u>professional performance contract.</u></p> <p>No current teachers will lose tenure.</p>

Other Issues

Performance-Based Layoffs

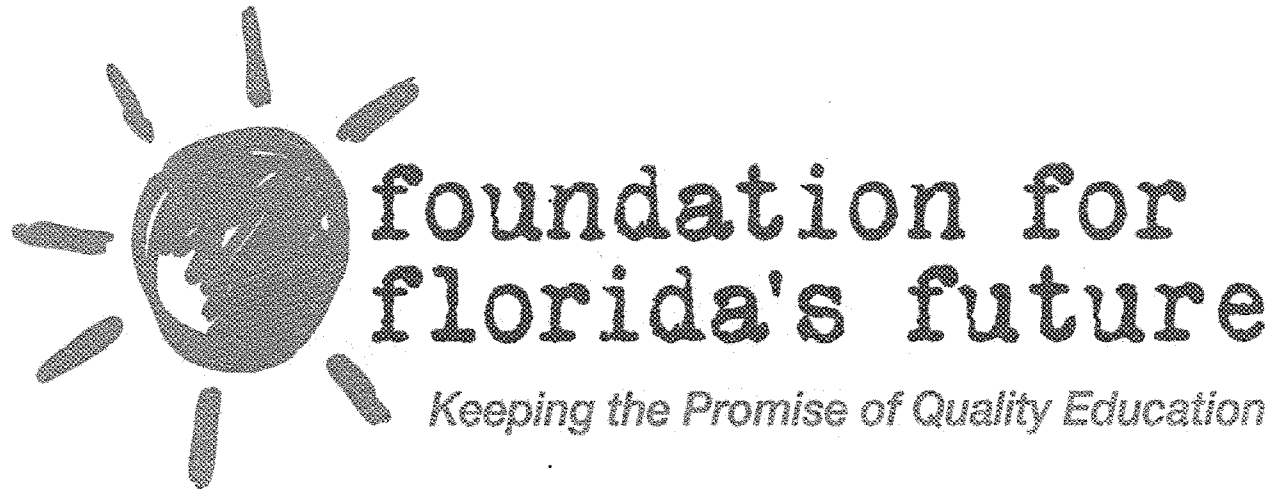
<u>Current Practice</u>	<u>2010 SB 6</u>	<u>2011 initiative</u>
Currently, seniority is the primary focus when doing reductions in force, often called "first in, last out."	Required that teacher performance, not seniority, be the primary factor in determining reductions in force.	Will require that teacher performance, not seniority, be the primary factor in determining reductions in force.

Certification

<u>2010 SB 6</u>	<u>2011 initiative</u>
Would have revoked certification for teachers who do not show effective teaching in four out of five years of service.	Does not address recertification issues.

Colleges of Education

<u>2010 SB 6</u>	<u>2011 initiative</u>
Required continued approval of college of education programs to become contingent upon learning gain of students of program graduates.	Requires the State Board to annually report on the performance of graduates of state approved teacher preparation programs.



2011 Teacher Quality Initiative

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