

Brian Dassler Deputy Chancellor for Educator Quality





"Teachers entering the teaching profession in Florida are privileged to be a part of the exciting shift to improve education in our state. The prize for all educators is at the end of the rainbow when we graduate students who are better equipped with not only survival skills, but higher-level thinking and technological skills needed to compete globally."

-High Impact Teacher in Broward County



Is there a widespread teacher shortage in the United States or in Florida?



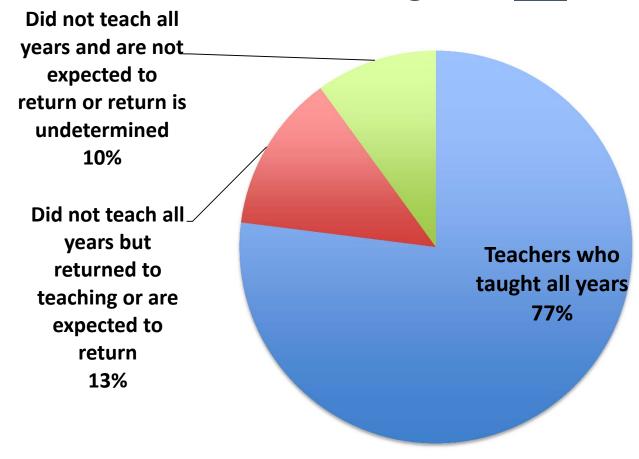
"A more thorough review of long-term trends indicate that the nation as a whole is unlikely experiencing a shortage crisis" (p. 3).



Where are teachers after five years in the profession?



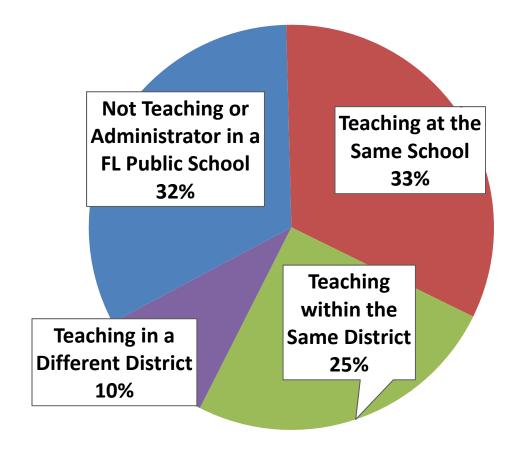
Five years later, where were the 155,000 teachers who started teaching in the <u>U.S.</u> in 2007-08?



Source: Raue and Gray, 2015 www.FLDOE.org



Five years later, where were the 8,582 teachers who started teaching in Florida in 2010-11?





What is the current landscape for new teacher production in Florida?

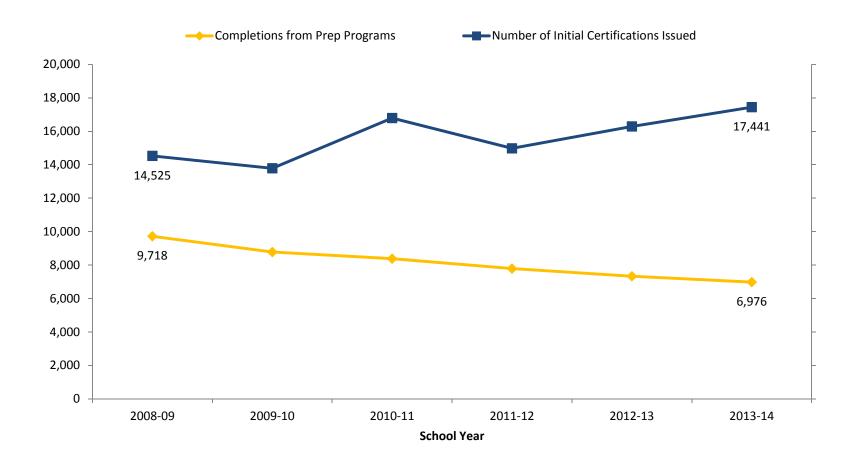


Routes to a Florida Teaching Certificate

- Teacher Preparation Programs
 - Initial Teacher Preparation Program
 - District Professional Development Certification Program
 - Educator Preparation Institute
- Reciprocity
 - Out-of-State Certificate
 - Out-of-State Approved Teacher Education Program
 - National Board for Professional Teaching Standards
 - American Board for Certification of Teacher Excellence
- Other Routes
 - College Teaching Experience
 - Professional Teaching Option
 - Professional Preparation College Coursework Option

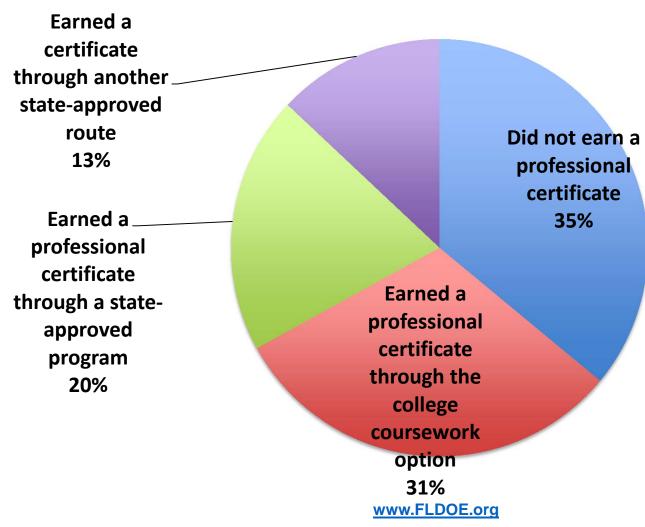


On balance, the production of new teachers is relatively stable.





What happens to teachers who enter the profession in Florida with a temporary certificate?



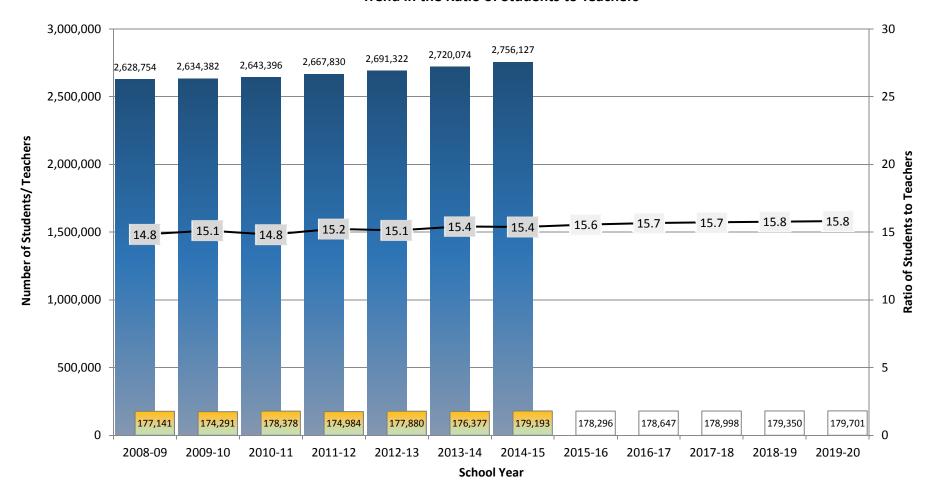


Where is there a need for teachers?



Student Enrollment is Increasing

Trend in the Ratio of Students to Teachers



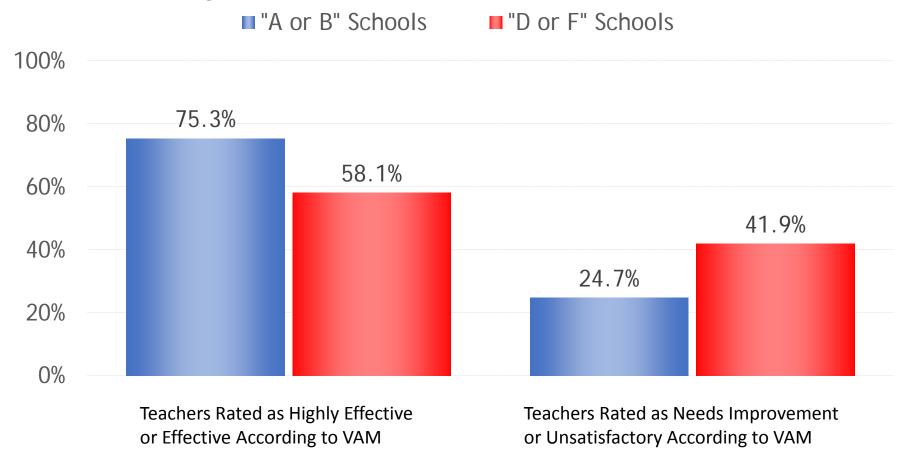


Critical Teacher Shortage Areas, 2016-17

| Certification Areas | Rank Based on % of Courses Taught by Teachers Not Certified in the Appropriate Field for the Course (as reported by school districts) | Rank Based on Projected Vacancies (as reported by school districts) | Rank Based on % of Completers (as reported by teacher preparation programs) | Overall Rank |
|---------------------|--|---|--|-----------------|
| Science-General* | 4 | 7 | 11 | 1 |
| Science-Physical* | 6 | 8 | 8 | 1 |
| English | 1 | 4 | 19 | 3 |
| Mathematics | 3 | 3 | 18 | 3 |
| ESOL* | 7 | 14 | 5 | 5 |
| Reading* | 2 | 6 | 20 | 6 |
| ESE* | 5 | 2 | 23 | 7 |



Distribution of Teacher Ratings by School Report Card Grade





Additional Equity Gaps

- In the schools with the highest concentration of students receiving free or reduced lunch, 14% of teachers were highly effective according to VAM.
- In the schools with the lowest concentration of students receiving free or reduced lunch, 27% of teachers were highly effective according to VAM.
- In the schools with the highest concentration of students receiving free or reduced lunch, 18% of teachers were unsatisfactory according to VAM.
- In the schools with the highest concentration of students receiving free or reduced lunch, 9% of teachers were unsatisfactory according to VAM.



www.FLDOE.org

