



Greetings Superintendent:

Re: Grant for Teachers with new assignments and addition to the Master InService Plan (MIP)

Greetings from the University of North Florida Division of Continuing Education. The purpose of this letter is to ask for 1) an announcement of the state grant for teachers with new assignments and 2) inclusion in your district's Master Inservice Plan of the UNF-DCE hosted 100 subject-specific professional development courses for teachers with new assignments.

Among districts who have accepted the series into their MIP, are **Brevard, St. Lucie and the 15 NEFEC County Schools**. Sample announcements by Brevard and NEFEC are available as an example of how your district could relay this opportunity to your teachers at http://www.thetlf.org/TLF_Universities.html

Grant: By way of introduction, and as you may know, a *Highly-Effective Teacher Grant* has been established by the state to pay for the tuition, subject-specific instructional support material and subject-specific mentoring support in these courses including the FTCE test prep and exam fee.

Results: Almost 300 enrollments from 34 districts this school year yielded the following results: only 27% passed the pre-test while 100% have passed the post-test after studying the instructional support materials. In fact, the average pre-test score went from 56% to a post-test score of 90% – a 60% improvement in content mastery.

Data proof attached: As evidence of the demonstrated success of this program in better preparing teachers for new assignments, I have attached a data sheet and survey results for your review.

Benefits: Your school improvement director, certification officer, parents, students, virtually all stakeholders, will appreciate the assistance these subject-specific professional development courses will provide teachers with new subject assignments. This “just-in-time” program for teachers delivers instructional and mentoring support throughout the school year while helping them earn MIP credits for license renewal and/or certification by subject area. Further, as the US Department of Education has required every state to submit an Educator Equity Plan, this program addresses the problem of the unequal distribution of highly-effective teachers without having to move teachers or students around by training teachers in-place.

As you may know, the unique *Expert Systems for Teachers*® series of over 100 subject-specific, professional development courses designed to provide a significant amount of support to teachers with new assignments. The series is designed to assist districts with the issues of recruitment, development and retention of teachers and address the problem of the unequal distribution of highly-qualified and highly-effective teachers.

In fact, this series will help your district comply with the Educator Equity Program mandated by the US Department of Education that must be put in place by June of 2015. Specifically, the series is designed to address the problem of the unequal distribution of highly-qualified and highly-effective teachers between high-performing schools and low-performing schools.

The availability of these courses will be helpful in not only development, but also in the recruitment and retention of teachers. Teachers, in fact, will see the courses as practical assistance from a caring administration designed to save them hundreds of hours of prep time. As opposed to adding to their workload the teachers will welcome the instructional and mentoring support as a job benefit. And, the beneficiaries will be not only the teachers, but the students and parents who will perceive teachers with new assignments as better prepared.

We understand that district MIP's are written in such a way that additional courses may be added and accepted for the purpose of license renewal credits without further approval from the state.

Proposed Action Items:

UNF: Will enroll, at the district's direction, the teachers in the course(s) most appropriate to their new assignment(s), supply the instructional support material, assign a subject-specific facilitator and mentor (practicing teacher of the subject), administer pre and post-tests, supply a certificate of successful completion (70% or better on the end-of-course exam, separate from the FTCE) a course awarding 60 hours of credit (identifying the courses by the district specific component identifier number for the purpose of issuing credit for the teachers toward license renewal) to be applied through the district Master Inservice Program.

District: Will, as part of its effort to better prepare teachers for new assignments, enroll teachers through the *Highly-Effective State Grant* (or Title 1, 2a, 3 or 5); link the *Expert Systems for Teachers*® series on your website with a note that the courses 1) meet the goals and objectives of the district MIP, 2) can be approved for license renewal and 3) a list of the courses with component identifier numbers.

Finally, although there are over 20,000 teachers in Florida reported each year to be out-of-field the *Highly-Effective Teacher Grant* will only fund 400 enrollments this coming school year. However, once fully subscribed, as it was this year, districts can still use their Title 1 (5-10% for PD), 2a (100% PD, Improving Teacher Quality State Grants), 3 (ESOL) or 5 (Innovative Programs) funds to pay for the teacher's tuition in this practical program to better prepare teachers for new assignments leading to improved student achievement.

I look forward to your reply that this is an acceptable addition to your MIP offerings and that you will help us toward the shared goal of a better prepared teacher in every classroom by notifying the member districts of this valuable resource directing them to details on the district web site.

Tim Giles, Director
UNF Continuing Education
12000 Alumni Drive
Jacksonville, FL 32224
(904) 620-4231 Direct
www.unf.edu/ce | timothy.giles@unf.edu

