



FACTE 2009 Spring Conference and Day on the Hill
Universities Room ~ Residence Inn by Marriott ~ Tallahassee Universities at the Capitol
Tallahassee, Florida

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1:00 pm Welcome, Introductions, FACTE Update and Conference Overview – Jennifer Platt, FACTE President

Presentation and Discussion

Jennifer Platt (Executive Associate Dean, University of Central Florida) welcomed the group, and she introduced the following members of the Executive Committee:

- Past President – Scott Hewit, Director of Teacher Education, Rollins College
- Secretary – Jan Yates, Program Professor, Nova Southeastern University
- Treasurer – Mike Stewart, Associate Dean, University of South Florida
- Chair of the Policy and Legislative Committee – Gloria Pelaez, Director of Teacher Education, University of Miami
- Chair of the Professional Development Committee – Elia Watlington, Associate Dean, Florida Atlantic University
- Chair of the Research Committee – Marsha Lupi, Associate Dean, University of North Florida
- Executive Director – Bob Shockley, Department Chair, Florida Atlantic University

Jennifer described the FACTE display board that was created by Eliah and Valerie Bristow and their team at FAU. She also mentioned that President-Elect Terry Fasel (Dean, Warner University) is unable to attend, but he will join us in Washington, D.C., at the Advisory Council of State Representatives (ACSR) State Leaders Institute and AACTE Day on the Hill.

A reminder was given about Tuesday's Day on the Hill visits in Tallahassee and the Tuesday reception. Materials (including FACTE badges, the FACTE bookmark with bullet points for discussion, description of FACTE institutions' work to prepare candidates, and reception invitations) have been prepared for members to use for their visits. A brochure that describes the economic impact of the UCF internship program and UCF's other contributions to central Florida was described and offered to all institutions as an example that FACTE members can use as a model for their own institutions.

All FACTE participants introduced themselves (Photos of FACTE at Tallahassee will be provided at <http://www.facte.info/index.php>). The following institutions and groups were represented:

Barry University
Central Florida Community College
Flagler College
Florida Association of District School Superintendents (FADSS) (CEO)
Florida Atlantic University
Florida Board of Governors
Florida Department of Education
Florida Division of Community Colleges, Florida Department of Education (Chancellor and staff)
Florida Division of K-12 Public Schools, Florida Department of Education (Chancellor and staff)
Florida Education Association (Legislative Liaison)
Florida International University
Florida Memorial University
Florida School Boards Association (FSBA) (Executive Director)
Florida State University
Jacksonville University



LiveText
Nova Southeastern University
Palm Beach Atlantic University
Rollins College
Saint Leo University
St. Petersburg College
University of Central Florida
University of Florida
University of Miami
University of North Florida
University of South Florida
University of West Florida
Warner University

An overview of the agenda was provided. Last year, there were 83 registered members, with 23 institutions represented. This year, there are 71 registered participants (66 in attendance) representing 22 institutions.

1:30 pm

Speaker: Will Holcombe, Chancellor, Florida College System, Florida Department of Education

Presentation and Discussion

Mike Stewart introduced Dr. Will Holcombe, Chancellor of the Florida College System, the "new" name for the Division of the Community Colleges. Prior to this position, Dr. Holcombe served many roles at Broward Community College, where he was president for 17 years.

Dr. Holcombe discussed the following four topics:

1. Legislative Session – Some issues are emerging as a result of budget constraints, e.g., the federal stimulus money. Because the rules for the stimulus money are developing, legislators don't know what the rules are yet. Florida has to determine if the state is eligible for the funds, based on spending during the previous years, and whether a waiver will have to be filed, etc. Decisions have to be made as to whether reliance on stimulus money is a good idea for the future. Institutions also have to plan for the future (faculty, enrollments, etc.) and balance budgets. Guidance on the use of the stimulus money will come from Washington, D.C.. The Florida Revenue Estimating Conference will meet this Friday (March 13) and estimate how much money the state will have during the 2009-2010 budget year and how the stimulus dollars will relate to this. Without the stimulus money, Florida would have very negative discussions on budgets. Higher education funding in Florida is discretionary, as opposed, for example, to a legislative mandate to provide K-12 education, i.e., higher education does not have the same statutory priority as K-12 in Florida. Within the stimulus package is the Stabilization Fund that schools and universities can use in the operation budget just as they would use regular appropriations. The rest of the funding is targeted to existing programs (which Dr. Haithcock described, e.g., Title I, IDEA) or competitive programs, and those guidelines are not available now. The Stabilization Fund has a maintenance of effort requirement that says that the state should maintain the 2006-2007 contribution to education, which will determine their eligibility for the funds. The federal government has provided a waiver that allows a state that has not maintained funding to defend the extenuating circumstances. It has not been determined if Florida will have to request a waiver, but it is clear that the 2006-2007 budget issues do not apply today (e.g., state revenues are down and Florida does not have the same level of enrollment today). Legislators do not know the determiners (formulas) of these funds. The categorical funding guidelines may not be available until June, but some of these funds will be available as usual.
2. College Bill – This was just emerging last year as an issue, but it is significant even though the first one of the 28 community colleges (St. Petersburg College, then St. Petersburg Junior College) was given statutory approval in 2001 to become a college and develop programs to meet workforce demands. In 2002, the legislature gave site-based baccalaureate approval to other institutions. Each college had to propose a specific program, document the need, and coordinate and verify that they could deliver the degree with quality. St. Petersburg College has a separate statute that governs its status. All other community colleges have to go through the State Board of Education for approval. Last year SB 1716 (F.S. 1001.60) was passed that provides (1) this



mission, in addition to being open door institutions, and (2) university partners retain 2+2 articulation authority. This is not meant to take the place of the 2+2 articulation. This past year, there were 122,000 upper division SUS graduates, of which 62,000 were community college transfers and 66,000 were native students. This is evidence of the continuing importance of the 2+2 format. The baccalaureate degrees at community colleges should not be seen as an effort to do away with the 2+2 articulation. Last year, there were 697 graduates in three focus areas: (1) teacher education, (2) nursing and some other health-related fields, and (3) applied technology. Thirteen colleges have been approved to offer the bachelor's degree, with three being approved in January 2009. The lack of funding may prevent some of these new programs from starting. One approval will go to the state board this month, and the total number of approvals may be 14 out of 28, which represents less than one percent of the higher education budget or 870,000 students in higher education. The legislature created the Florida College System Task Force and the Pilot State College Group (9 institutions designated in the statute) to discuss what should be developed, approved, etc. Both reports were submitted last fall, and the recommendations and report are posted at <http://www.fldoe.org/CC/college-task-force.asp>. Pat Frohe (patricia.frohe@fldoe.org) coordinates the program approval. In the future, 26 of the colleges may have at least one baccalaureate so they can serve as a rural college that tends to be smaller and located where there are no universities (public or private). This has to be need-based, and there has to be a gap before the state board will consider the proposal. The Florida College System is the "gap filler," and if there isn't a gap, there isn't a need.

3. Funding Rate – About 85% of the direct cost (not full cost) of instruction at a public institution is about 60% of the full cost. Current statute provides that state colleges can charge no more than 85% of what a state university (SUS) would charge in tuition. State colleges have to offer the programs at a lesser cost than the SUS and at a lesser cost to the student. The Florida College System Task Force recommends that they move away from the SUSs as a funding reference. The legislature will set the tuition. The local flexibility boards can go above and below (15% above and 10% below) the tuition. At what point do we start duplicating services and how do we make sure that we don't fund one service at the cost of another? How many tax dollars are needed and how much will we pay? We need more baccalaureates to generate a broader base of tax support. This links to a concern about accepting stimulus funds. If the economy doesn't recover in two years, how will this impact us? There is a desire to make the program approval process more responsive to the institutions. The college system is concerned with helping programs and students grow which will create a new energy in P-12 and help practitioners become better teachers and students become more successful.
4. Curriculum Alignment – Our colleges are oriented toward trying to align the curriculum with P-12 partners. This can be done through assessments and measures, but they are trying to do this through alignment. Florida has joined the American Diploma Project (<http://www.achieve.org/>) and is looking at all of the standards so that colleges will be more aligned with P-12. The success will relate to how many students make the transition point from secondary to postsecondary and be successful there. FETPIP (Florida Education and Training Placement Information Program, <http://www.fldoe.org/fetpip/>) data show that actual earnings grow with degrees and additional education. Colleges are working to make the next indicators (assessments) a better fit from the current College Placement Test (CPT). This will change teacher education and the skills that students and teachers will need.

Dr. Holcomb answered questions from the audience, and Jennifer noted that articulation is essential now more than ever. Jennifer also introduced the LiveText consultant, Ramelle Riley, who will be available to demonstrate the new software.

2:15 pm

Speaker: Frances Haithcock, Chancellor, K-12 Public Schools, Florida Department of Education

Presentation and Discussion

Jan introduced Dr. Haithcock, who spoke of the curriculum changes and challenges that have occurred in P-12 education in Florida during the last year. She described how Florida ranked last nationally in academic achievement and how it has improved its ranking to 10th in the nation, overall, as reported in the *Education Week 2009 Quality Counts* report (http://www.fldoe.org/news/2009/2009_01_07.asp). Also, pertaining to academic achievement, Florida ranks 7th among the nation's top high schools, has the largest increase in Advanced Placement exam takers, and has the largest number of African American students taking and passing AP exams.



The National Assessment of Educational Progress (NAEP) shows that Florida is one of only four states in the nation to improve significantly in the 4th and 8th grade NAEP reading scores and is only one of five states that shows a significant narrowing of the White/African-American achievement gap. In Grades 3, 4, and 5, the scores show the Level 1 students decreasing and the Level 3, and above, scores increasing.

Regarding FCAT scores, Dr. Haithcock showed that Level 1 students in Grades 9 and 10 are decreasing and Level 3 students are increasing. The FCAT indicates that more students are reading on grade level. On NAEP math assessments, students in Grade 4 have advanced. On NAEP reading assessments, the percentage of proficient students in Grade 4 in Florida is higher than the percentage of proficient students in the United States. In every case, Florida is scoring above the national average.

Dr. Haithcock asked, "What do we need to take students to the next level?" and offered the following actions as suggestions:

- Attract the highest quality candidate to the teaching force
- Support the induction years
- Professional Development, Professional Development, Professional Development
- Differentiated pay structure (This is mandated by the state, but not done in most districts.)
- Performance-based tenure (This is a high level issue for the U.S. DOE.)
- Ensure that graduates have the necessary knowledge and skills (before, during, and after)
- Success is defined by student achievement (This is defined by whether the students in the teachers' classrooms are doing well.)

She also mentioned how teacher candidates are perceived, and ranked, in other countries and that this points out a systemic problem in the U.S.

In math, standards have changed, and the textbooks and the test (FCAT) will change next year, but current teachers do not have the training that they need to implement these changes. Dr. Haithcock has been working with the Promise Grant (<http://flpromise.org/>) to help the teachers have competency pedagogy and knowledge. The number of mathematical concepts, by grade, is decreasing in the Next Generation Sunshine State Standards. She has met with all math coordinators and told them that she must be able to see the math in the textbooks. She also pointed out the need to be competitive with students in other countries. Florida can increase the resources for this since there will be twice the Title I and IDEA money which can be used for professional development.

Dr. Haithcock addressed the need for quality teachers, academic rigor, etc. About 30% of first-year postsecondary students require remediation (\$130 million each year); 40-45% of high school graduates have significant gaps in skills. Quality Counts (<http://www.pewcenteronthestates.org/uploadedFiles/National%20Highlights%20Report.pdf>) gives Florida a grade of F in college readiness. She reminded the group that the FCAT 10th grade test is normed on 8th grade standards. Reading scores are good in elementary, except for Grades 4 and 5. To meet these needs, Dr. Haithcock described the following initiatives:

1. Next Generation Sunshine State Standards
2. Effective teacher/instruction
3. Bright Beginnings Reading/Math – VPK-3rd grade (We now have K-12 assessments that are diagnostic. Everything is computer-based and online. This is being developed for math now.)
4. Next Generation High School – creating a high school diploma that counts
5. Alignment, alignment, alignment – college and, or, high-schools; high-wage careers; zero remediation

SB 1908 changed the state grading system through three factors: (1) increased access to rigor through participation, (2) prevention of remediation, and (3) the American Diploma Project. Governor Crist joined the American Diploma Project, in which there are 32 states that are working together to develop standards for Algebra. Twenty states and the District of Columbia require a college- and career-ready diploma. Nine states have built college- and career-ready measures into statewide assessments. Florida is moving toward EOCs (End of Course) assessments. The American Diploma Project has developed EOCs for Algebra I and II. Because of the costs for



printing assessments, Florida is moving to computer-based testing; there will be no performance testing. As new standards are developed, other exams will be developed. Students will still be completing a writing assessment.

Articulation and alignment will be improved through the following: (1) Next Generation Standards, (2) raised graduation requirements, (3) definition of "college and career readiness"; and (4) EOC exams.

There will be four school categories, as provided by Differentiated Accountability (SB 2482), which takes SINIs (Schools In Need of Improvement) and merges the Title I and AYP into four categories. There will be a new way to describe the low-performing schools, i.e., intervened schools. There are 12 intervened schools in Florida. These will either improve or close or become a charter school, or they will be turned over to a management company. The district superintendent is actually serving as the principal of the intervened schools, which would include all schools and not just Title I schools. The DOE runs SINIs for all districts. This brings the state accountability system into disaggregated groups.

SB 2482 (School Improvement and Accountability) will make sure that there is uniformity between state and federal requirements and will provide a way to the DOE to categorize (i.e., grade) schools based on performance. HB 1411 / SB 2458 (Quality Teachers for All Students) includes performance appraisal requirements, Accomplished Practices, Educator Certification, Cecil Golden Program, creates section 1012.335 (performance contracts), and DOE reports to be issued (student performance data). The primary areas of focus for 2009 include (1) differentiated accountability and (2) changing the grading for Florida schools.

Dr. Haithcock answered the following questions from the audience:

- What are we going to do to increase the quality of our teachers to help students to meet the expectations of students? *Regarding SB 2458, Pam Stewart responded that the Department of Education is neutral on this.*
- Regarding SINI data, urban districts have a problem with mobility. Is there an attempt to take this situation and work this into the formula? *Part of the formula says that they have to be in the school for a certain point of time.*
- Next year's revenues will be extremely reduced and the stimulus will not be sufficient to cover this. How can we be sure to zero the money in on supporting new teachers, professional development, and teaching for these standards? *This is being developed.*

A copy of Dr. Haithcock's presentation is linked at <http://www.facte.info/Update%20from%20Chancellor%20Haithcock%20031009.ppt>

3:00 pm Break

3:15 pm Legislative Priorities Panel

Speakers: Bill Montford, Chief Executive Officer, Florida Association of District School Superintendents
Wayne Blanton, Executive Director, Florida School Boards Association

Presentation and Discussion

Elijah introduced Mr. Bill Montford and Mr. Wayne Blanton. Mr. Montford began the presentation by noting the uncertainty of when, and how much, stimulus money will be provided or the related requirements. However, superintendents must make budget decisions during the next three months about next year.

Over 80% of the school district's operating budget goes to personnel and the other 20% goes to fixed costs. The boards and superintendents are forced to make budget cuts in personnel. This is the third year that Florida districts have had cuts. Programs are being cut (e.g., art and music at elementary and high schools). In 2007-2008 and 2008-2009, legislation was passed to require physical education, but there is no money to support this. Mr. Montford is on the Governor's Council for Physical Fitness, and he will testify about obesity before the committee.

What is the fiscal health of your school district? Some districts may not be able to make payroll for the rest of the year. By June 30, several districts will be under severe financial strain. Mr. Montford thinks it is a mistake to



depend on the stimulus money to pull the districts out of financial straits. He also pointed out that it will be difficult to get teachers who are terminated back into teaching.

Regarding the Class Size Amendment Reduction, Mr. Montford pointed out that the general population doesn't understand the fiscal impact, which needs to be communicated before additional financial problems occur in Florida. The superintendents do not support small sizes, but they predicted that this would bankrupt Florida, and they recommend addressing the reduction through the school average and not the classroom average.

Mr. Montford introduced Mr. Wayne Blanton as a "fixture at the capitol." Mr. Blanton has degrees from Chipola, FAMU, and FSU. He described how he counsels superintendents to listen to frontline teachers and assistant principals. He described the following budgeting areas of concern:

1. Property assessments are down 12% statewide, which drives the rate down. Legislators are going to have to raise the required local effort, which will look like a tax increase.
2. Legislators will have to work with the Budget Estimator (i.e., the Florida Revenue Estimating Conference) after they meet Friday (March 13). There will be a \$5 billion shortfall.
3. The budget will be in the \$58-\$60 billion range.
4. The Stimulus Package is something we have never had to deal with before. It will bring about \$13 billion into Florida, and the schools will get about \$3 billion. The dilemma is creating a budget that is based partially on the Stimulus Package and partially on the state appropriations.

Mr. Blanton is in favor of the following:

1. No layoffs and flexibility in the budget – When you non-renew your first and second year teachers, they will go to other places. Stimulus money cannot be used for recurring expenses (i.e., salaries), but it can be used to keep teachers employed. In two years when there is no stimulus money, how will these positions be funded? Three states (California, Florida, and Nevada) do not meet the maintenance of effort to receive the Stimulus Package. A total of \$425.00 x 2.7 million students (i.e., \$1,147,500,000) has been cut from the budget. If the legislature cuts the budget further, Florida will not be eligible for the stimulus money.
2. Rallies – The Florida School Boards Association is putting coalitions (e.g., 50th No More, Crisis in the Classroom, Floridians for South Florida, and the State PTA) together so that the legislators know that students don't want a second rate education.
3. Legislative Resolution – The legislature will not complete their work by the end of the session, and they will be meeting in Tallahassee this summer. The legislature has to respond to the Stimulus Package, based on the regulations provided by Washington.
4. Teacher Certification Bill – What will this do to a young teacher who wants to come into teaching? This removes the desire for a stable job with a predictable salary.
5. SB 1978 – Spend 70% of expenditures in the classroom. Remember the 65% solution? What is the classroom expenditure? The definition has to fit the situation.
6. Class Size – Legislators will be able to extend the Class Size Bill one more year to the school level. After that, it has to be answered class by class. There are some bills that are asking for flexibility. The Class Size Bill is popular with voters, including teachers. About \$800 million has come into education because of the class size reduction. School board associations are supporting this.

Mr. Blanton described the Tabor (Taxpayer Bill of Rights) Bill that restricts governments on how much can be spent and where it can be spent. The Tabor Bill asks for an item-by-item approval. This was approved in Colorado for about four years, until it was repealed by the legislature. Why is a bill that is bad in Colorado good for Florida?

Successes in this session were described as Constitutional Amendments 5, 7, and 9 being defeated and the Schools of Excellence (charter) being ruled unconstitutional. He supports keeping the budget close to current funding without layoffs, such as Marion County has experienced by laying off 525 teachers. He described the laying off of public employers as being bad policy. The Florida Senate is willing to raise local effort and considering the One Cent Tax. He predicted that the Class Size Amendment will be implemented by individual classes for 2010-2011.

Bob Shockley closed the discussion by reminding members that Mr. Blanton helped FACTE with Rule



6A-5.066. Also, the school boards have been the driving force behind the Teacher Retention Bill.

4:15 Teacher Retention Bill Update

Speakers: Marshall Ogletree, Legislative Liaison, Florida Education Association
Representative Martin Kiar, Florida House District 19

Presentation and Discussion

Mr. Ogletree described the Teacher Retention Bill, and the data show that teachers are leaving the profession as soon as they are starting. This costs a great deal of money. Last year was the first time that FACTE worked with the FEA to put forth a bill. The Teacher Retention Bill has gone from 25 to 8 pages. Senator Ted Deutch and Representative Martin Kiar have worked to sponsor this bill and take it forward. The genesis of this bill was the work that Eliah Watlington and Bob Shockley did at FAU and presented on their student and teacher retention. Mr. Ogletree mentioned his personal connection to this bill, because his daughter wanted to be a teacher, but she was given too many assignments during the first year of teaching and then left the field.

The original Teacher Retention Bill had too many provisions. Because legislators will try to attach a financial aspect to any bill that is being presented during this session, it is necessary to get them to look at the overall impact of the bill. The need to use numbers with members of the Appropriations Committee was stressed. It is important to target specific legislators for assistance with this bill (e.g., Representative Legg of Pasco County and Florida Senate Policy Committee Chair Nancy Deter, whose staff thought the bill was going to cost money). The bill includes one year of planning. Some districts that have a well established mentoring process may not need to develop this plan. This bill is designed to meet the needs of the specific environment of the district.

Representative Kiar spoke on the political aspect of this bill and emphasized that this bill is not about FEA or FACTE, but that it is about a coalition that is a good idea from a fiscal and a policy point of view. He explained that there are many bills in the Florida House each day, and the way we learn about these issues is by turning to the experts who educate us on these issues. Mr. Kiar represents District 97 (Davie, Weston, Pembroke Pines, etc.) area in the House, which is the largest Florida House district in Broward which has more voters than any other district. He is sponsoring the Retention Bill to help teachers stay in the classroom, since many teachers are lost during the first three years. He met with Chairman Lake and asked other FACTE members to speak with Mr. Lake to encourage him to hear the bill. The Retention Bill just states that districts have to come up with a plan. This bill is about saving money in the future, due to the fact that we spend so much money training a teacher and not enough money to retain the teacher. This bill has no fiscal impact, which is important during this session. All of the stimulus money may not take care of P-12. P-12 is starting out at \$1.1 billion less, and may be \$2 billion, than this year's funding level. The state can spend up to 90% of the stimulus money during the first year, but this will not take care of the P-12 funding problem forever.

The Penny Sales Tax Bill, sponsored by Senator Deutch, has been promoted by FEA for three years as a fair tax. The Penny Tax could help to solve the P-12 funding problem, since the federal stimulus money cannot fully resolve this. Representative Kiar added that we need to figure out new revenues for the state of Florida, since the state has ended many other revenue streams (e.g., sales tax, intangible tax), e.g., if the cigarette tax is raised \$1.00 a pack, it will raise \$1 billion in Florida. Representative Kiar requested ideas from the group on how to save money.

Mr. Ogletree pointed out the economic significance of Florida school districts. If there are job cuts, this will also impact the private sector. TABOR and Smart Cap would limit revenues, and a new tax would have to be approved by two-thirds of the voters. Representative Kiar added that these types of issues have come up during the past 10 years, and he reminded the group that Florida is not currently entitled to the stimulus money since the state would have to request a waiver. Mr. Ogletree added that the \$2.2 billion from the stabilization fund would cover P-12 education and higher education, but no one knows how this will be divided.

Regarding other tax sources, Representative Kiar added that the Internet sales tax is already on the books, but Florida does not enforce this tax. However, he discussed the importance of improving our education system and the related impact on attracting industry and families into the state. He mentioned that we have more students who do not graduate from high school, than students who do graduate, and that if we fund P-12 now we will not have



this problem in the future. He added that the Bright Futures is a very popular program, and he would not support anything that makes it more difficult for students to complete it. Mr. Ogletree added that as long as Senator Pruitt is in office, Bright Futures should remain in place. However, he did note that there are unintended consequences of Bright Futures, e.g., students are not going into science and math. Marshall recommended building programs through federal grant initiatives, e.g., Race to the Top.

Representative Kiar closed his presentation as he discussed FRAG (Florida Resident Access Grant) and how it helped him to attend PBAU and the NSU Law School. He described how he met with Governor Crist's office this year, along with the Black Caucus, the Hispanic Caucus, and ICUF presidents, about how important the FRAG is to many students who were unable to gain admission into state schools.

5:00 pm Preparation for Hill Visits and Overview of Bills Impacting FACTE Institutions and the FACTE Policy Agenda

Speakers: Robert Shockley, FACTE Executive Director
Gloria Pelaez, Chair of FACTE Policy and Legislative Committee

Presentation and Discussion

Scott introduced Bob and Gloria, who provided an overview of the legislation that will be discussed during the Day on the Hill meetings. Bob and Gloria described the two bills that the FACTE Executive Committee identified for support by the membership: (1) Retention Bill and (2) Penny Sales Tax Bill.

Talking points have been prepared for the following bills:

- SB 156 / HB 619 – ICUF looked at HB 619 and SB 156 (Commission on Independent Education).
- SB 234 / HB 489 – SUSs are concerned about this bill.
- SB 1852 / HB 479 – DROP cannot be cancelled after it has been started.
- SB 1874 / HB 355 (Retention) – Florida has a data management system in place, and districts/schools already send report cards home. A handout was provided for this bill. The state is spending \$2.2 billion a year on teacher retention for rehiring. The 25th Annual MetLife survey of 25,000 teachers was made available on February 25 (<http://www.metlife.com/teachersurvey>) and shows that two-thirds of the teachers indicate that institutions are doing a good job of preparing them for the classroom. This bill asks the districts to prepare a plan and be accountable (report card) by tracking retention information. The Retention Bill may not cost anything, since this will vary by district, e.g., it costs \$5,000 to replace a teacher in St. Lucie, but it costs \$12,000 to replace a teacher in Broward. Some districts already have a good induction program in place. What is higher education doing about retention? Remind the legislators what you do.
- SB 2458 / HB 1411 – This is aligned to the three standards for teacher education; public school districts provide the PEC (Professional Educator Competency) in the VP-K Bill.

Copies of the bill handouts are posted at http://www.facte.info/2008_2009.php. Bob and Gloria suggested that participants do an impromptu walk-in meeting between scheduled meetings.

5:45 pm Presentation of Friend of FACTE Award to Robert Budnick, Live Text

Presentation and Discussion

Mr. Bob Budnick, cofounder of Live Text, has learned about teacher education in Florida and has sponsored events for FACTE. Ramelle Riley works with Bob and the Florida LiveText users group. For his continued support, FACTE presented a plaque to Mr. Budnick. He mentioned the schools that use LiveText (FAMU, Flagler, Florida Gulf Coast University, St. Petersburg College, Florida A & M University, Edison College, Daytona College, Bethune-Cookman College, Miami-Dade College, University of Central Florida, and the University of Miami). Bob Budnick described the newest version of LiveText and the difference between a course management system and an assessment system. He also described the goal of any online service as reducing the number of clicks to go through to assess something. LiveText has this down to three clicks. Mr. Budnick thanked the group for recognizing him with the first Friend of FACTE Award.



6:00 Adjourn
6:30 pm FACTE Reception Sponsored by Live Text

Tuesday, March 10, 2009 (Return to the [top](#))

9:00 am – 5:00 pm FACTE Member Appointments with Legislators
5:30 pm – 7:30 pm VIP Reception at the Capitol

Presentation of FACTE Legislative Award to Senator Ted Deutch

Wednesday, March 11, 2009 (Return to the [top](#))

8:00 am Breakfast
8:30 am Day on the Hill Debriefing

Presentation and Discussion

The discussion focused on the March 10 visit. The badges, handouts, information on bills with numbers, and research-based evidence on retention were helpful. Areas for discussion or improvement included the following:

- Legislators and aides wanted to know who sponsored the bills, and some did not have information on bills.
- Some asked if the teachers were eligible for rehire or whether they were retained.
- When you speak with the person who writes the bill, you can add input on the final outcomes of the bill.
- Speaking with assistants is helpful since they are knowledgeable about bills and they are often educating the representatives.
- The Penny Sales Tax Bill has not been referenced yet. It was suggested that members contact every member on the committee to move the bill forward so that there can be discussion and debate, i.e., the bills have to make it out of committee and many bills get caught in committee.

Scott reinforced that being in Tallahassee early in the session to support the Penny Sales Tax, Retention, and the Education Personnel Bill is important. He said that we need to continue to talk with the people on the committees to reinforce what we have started. We have a responsibility to maintain our communication with those with whom we have spoken. He also suggested that when members go back home, they need to follow up with the legislators. It is suggested that we be creative consultants to legislators and persuade and inform them or suggest to them a bill. Marsha suggested that we also speak with our legislative liaison at our colleges and universities to let them know the bills we support.

Bob pointed out that Senator Pruitt, former Florida Senate President who is still powerful and close to Senator Atwater, endorsed the Retention Bill. Bob also emphasized that knowing who is chair and vice-chair of committees is important. These committee chair and member names are listed in the FACTE Legislative Directory that was distributed to everyone. You can contact other members of the committee.

Do we know what the DOE is supporting and the content of the budget that they are sending over? Bob and Gloria will find this out for Day on the Hill 2010. You can find out about the Florida Board of Education's support on issues through their official agenda (<http://www.fldoe.org/board/meetings/>).

We gained an idea on a feedback form from AACTE so that we can keep a record of the meetings with legislators. This form is posted at <http://www.facte.info/FACTEDOTHFeedbackForm.pdf>. Participants will complete these and send them to Jennifer (platt@mail.ucf.edu). Next year, we will create a chart of meetings the day before so that we cover meeting with the committee members without over scheduling meetings for the same members.

Participants indicated support for continuing Day on the Hill. Mike suggested surveying the membership for participation for 2010.



The membership was reminded that graduates/alumni feel a sense of familiarity with contacts from their colleges and universities. Bringing a graduate or undergraduate student helps to establish a sense of commonality with legislators.

The FACTE badges worked to give us an opportunity to speak with others about the organization. Members can leave the badges with Jennifer; but if they take them home, they need to be responsible for them and bring them back next year.

9:15 am

FACTE Business Meeting

- Add agenda items
No agenda items were added.
- Call to order
Jennifer called the meeting to order.
- Roll call
Jan called the roll of the membership.

State Chapter Members Present

1. Barry University
2. Chipola College
3. Flagler College
4. Florida Atlantic University
5. Florida Memorial College
6. Jacksonville University
7. Nova Southeastern University
8. Palm Beach Atlantic University
9. Rollins College
10. Saint Leo College
11. St. Petersburg College
12. University of Central Florida
13. University of Florida
14. University of Miami
15. University of North Florida
16. University of South Florida
17. University of Tampa
18. University of West Florida
19. Warner University

Affiliate Members Present

1. Central Florida Community College

State Chapter Members Not Present

1. Bethune-Cookman College
2. Broward College
3. Clearwater Christian College
4. Florida College
5. Florida A&M University
6. Florida Gulf Coast University
7. Florida Institute of Technology
8. Florida International University



9. Florida Southern College
10. Florida State University
11. Indian River State College
12. Lynn University
13. Miami Dade College
14. Northwest Florida State College
15. St. Thomas University
16. Southeastern University
17. Stetson University
18. University of South Florida - St. Petersburg

Affiliate Members Not Present

1. Hillsborough Community College
2. Lake City Community College
3. Palm Beach Community College

Twenty members were present at the business meeting, although representatives of 27 institutions were registered on Monday.

- Approval of the agenda

The agenda was unanimously approved (Adeniji Odutola motioned, Gloria Pelaez seconded).

- Approval of minutes

Prior to the meeting, links to the minutes were distributed to the membership by e-mail. The minutes were unanimously approved (Trish Parrish motioned, Marsha Lupi seconded).

- Budget report

Mike predicted that FACTE will see a budget deficit for this spring conference and that the organization will operate at a deficit for the remainder of the year. However, because of built-in expenditures that have not been used, a conservative budget, and monitoring, Mike expects to balance the budget at the end of this year as was done last year. For this meeting, there were some one-time expenditures (i.e., bookmarks, display board, name tags, and table covering). The display board will be in the capitol rotunda next year, but we have to reserve the space one year in advance. This year's deposit from the Florida Senate chamber (\$350.00) will be returned. LiveText continues to support us, and they will provide \$1500.00 for the 2009-2010 fall and spring meetings. There are enough badges for all members.



Budget Report – Spring 2009

Balance as of October 15, 2008 =

\$44,782.10

<u>Date</u>	<u>Income</u>	
10/20/08	Deposit – Fall 2008 Conference Registration Fees	\$ 950.00
10/20/08	Deposit – Spring 2008 Conference Registration Fee	60.00
10/23/08	Deposit – Fall 2006 Fall Conference Registration Fees	250.00
10/23/08	Deposit – 2008-09 Institutional Dues	1,700.00
10/31/08	Deposit – 2008-09 Institutional Dues	800.00
11/06/08	Deposit – 2008-09 Institutional Dues	1,000.00
11/06/08	Deposit – Fall 2008 Conference Registration Fees	100.00
11/22/08	Deposit – 2008-09 Institutional Dues	1,000.00
12/05/08	Deposit – 2008-09 Institutional Dues	1,400.00
12/05/08	Deposit – Fall 2008 Conference Registration Fees	50.00
12/11/08	Deposit – 2008-09 Institutional Dues	300.00
01/02/09	Deposit – Live Text Contribution	1,500.00
01/12/09	Deposit – 2008-09 Institutional Dues	500.00
02/23/09	Deposit – Spring 2009 Conference Fees Registration Fee	1,050.00
03/04/09	Deposit – 2008-09 Institutional Dues	700.00
03/04/09	Deposit – Spring 2009 Conference Fees Registration Fee	1,400.00
	Total Income	\$12,760.00
<u>Date</u>	<u>Expenditures</u>	
10/16/08	Warner Southern – Conference Expenses	\$ 2,050.00
10/20/08	Refund for Conference	50.00
10/20/08	Refund for Conference	100.00
10/27/08	Executive Director Honorarium	1,833.33
11/03/08	Reimbursement for Photo Copies for Fall 2008 Conference	42.82
11/07/08	Name Badges for Fall 2008 and Spring 2009 Conference	35.99
11/12/08	Bank Charge for Commercial Account	10.50
12/11/08	Travel Reimbursement for Executive Director – Summer Board Mgt	151.30
12/11/08	Travel Reimbursement for Executive Director – Fall 2008 Conf	361.51
12/11/08	Travel Reimbursement for Executive Director – Tallahassee	575.23
12/13/09	Executive Director Honorarium	1,833.33
01/12/09	Florida Historical Capitol Foundation – Room Rental for Reception	650.00
01/12/09	Florida Historical Capitol Foundation – Room Deposit for Reception	350.00
01/06/09	Display2go – Display Board for Spring 2009 Conference	154.52
	Total Expenditures	\$8,198.53

Balance as of March 6, 2009 =

\$49,343.57

- President's report

Jennifer began by recognizing the FACTE Executive Committee for its support and availability for communication by e-mail and phone. She shared information about AACTE activities during the 2008-2009 year. At AACTE 2009 (Chicago), where there were over 20 Florida participants, a FACTE Executive Committee meeting was held to plan for the meeting in Tallahassee. As evidence of the participation of the Florida institutions of higher



education, two positions on the national AACTE Executive Committee are held by Florida members (Sandy Robinson, chair; Colleen Kennedy, committee member). Jennifer is also a member of the Advisory Council of State Representatives (ACSR) Executive Committee. She reviewed the mission of AACTE (800 institutions) and announced that the new 801st AACTE member is Warner University, thanks to Terry Fasel and President Dean Hall. The Advisory Council of State Representatives (ACSR) is a council of 45 AACTE state chapter presidents. The council meets twice a year, combining the June meeting with Day on the Hill meeting in D.C. ACSR also sponsors a major forum at AACTE. This year, Representative Kurt Kelly (Ocala) participated in the forum on *Teacher Quality: Perspectives from State Policy Makers* (<http://www.aacte.org/index.php?/Press-Center/Press-Releases/aacte-announces-event-highlights-for-2009-annual-meeting-and-exhibits.html>). At the forum, Representative Kelly stressed to the ACSR participants, "You need to educate your policy makers." Jennifer submitted the Florida state chapter report to AACTE on February 20.

The 2009 ACSR State Leaders Institute is June 16-17, which will coincide with the 2009 AACTE Day on the Hill (June 17-18). The fall FACTE meeting will be on October 15-16, 2009, at UCF.

The FACTE membership will be surveyed about participation in future Day on the Hill events. The Executive Committee members pay their own expenses through their institutions. After the March 13, 2009, budget meetings, institutions will know more about their ability to participate in future meetings. Jennifer and the Executive Board are now planning the fall meeting, which will be held on October 15-16, 2009 at the University of Central Florida in Orlando.

In the minutes of the October 2008 meeting, feedback and input on the agenda were requested, but there were no responses. The membership will be surveyed for input on the next meeting and on the Day on the Hill event. Based on participation at the reception, where there were only seven participants, instead of a reception, the Friend of FACTE Award could be presented at a meeting. There is a possibility that the spring meeting may be at another institution in Tallahassee, instead of at the Capitol. Other cost-cutting options include having a small group of people attend the Day on the Hill or having a two-day meeting (Monday – all day FACTE, short business meeting; Tuesday – Day on the Hill meetings). This year, the Executive Committee meeting was on Sunday. A day and a half meeting is also an option. Other AACTE state chapters have indicated that they are also meeting for shorter periods of time.

Bob suggested the option of continuing with a regular spring and fall meeting and having a separate Day on the Hill event. Though this would result in fewer participants at the Day on the Hill, the Tallahassee meeting may be decreasing the participation at the regular meetings, which also happened last year. Bob pointed out that when we met in a more central location in the fall, the meeting was better attended. Another option is to shorten the meeting, which is a long-term concern because of the decrease in participation. It is important to think of how to structure the meetings, since we do not want to make it difficult for others to participate.

Gloria mentioned that a strength of FACTE is the sharing of program issues at the state and national levels. Because we spent a lot of time prepping for Day on the Hill at the fall meeting, in addition to the time that we spent preparing in Tallahassee, we will not need to take the time to do this again. Colleges need to visit the representatives at the district office. Because there will be changes in the ESOL standards, FEAPS will be updated, and Reading Competencies and Skills will be updated, we need to find time in FACTE for curricular issues.

A copy of Jennifer's report is posted at <http://www.facte.info/PresidentsReportSpring2009.ppt>.

- Executive Director's report

Bob thanked the group for the privilege of serving at the Executive Director, and he described his activities. Bob mentioned the work of the executive committees (Policy, Research, and Professional Development). These committees worked together to coordinate information. Bob also mentioned that the VIP Reception was costly and logistically difficult. We were required to have a private duty policeman, deposits, and approved caterers. A FACTE member had to come in advance to go over the rules. Bob meets with superintendents and other organizations and will contact the governor's office. Once the Retention Bill is heard in committee, Bob will return to Tallahassee to meet with the leadership in the Florida Senate.

- Policy Committee's report



Gloria works closely with Bob each year and with the President and the Executive Committee. She mentioned that curricular issues continue to creep into higher education, e.g., the issue on ESOL and Reading. Gloria has traveled to Tallahassee four times this year to participate in REESOL. She shared that some districts are not being given freedom to work on professional development as needed. Gloria asked everyone to look at the Next Generation SSS Web site (<http://www.floridastandards.org/index.aspx>). Gloria also works closely with the Bureau of Educator Recruitment and mentioned the new Title II guidelines. She urged everyone to voice concerns on the new reporting process that will begin in fall 2010. There will be no funds for Just Read; however, in Florida this requirement is in statute. Until we hear from the Florida DOE, we do not know how to move forward on this. Gloria answered questions from the membership about what she thinks will impact teacher education.

- Research Committee's report

Florida Memorial University was recognized for bringing several students to participate in the Day on the Hill activities. The University of Central Florida also brought a recent graduate of the undergraduate teacher education program and who is now a teacher in a high poverty middle school in Sanford, Florida. The Research Committee supports the Policy and Professional Development Committees through its research activities. Marsha invited others to join the Research Committee.

- Professional Development report

Elijah recognized and thanked the members of her committee (Deborah Blenis, FIT; Darlene Bruner, USF; Priscilla Dobbs, FMU; John Kempainen, UNF; Trish Parrish, St. Leo; and Laura Tissington, UWF) for their participation and invited others to join the committee. The committee facilitated the DOE training opportunity at Lake Wales and pursued the commitment for FACTE@FETC 2009, which was cancelled due to budget cuts and challenges with determining the speakers in advance of the meeting. The committee facilitated Day on the Hill for spring 2009.

2009-2010 goals for the committee include the following:

- Poll the membership for areas for development
- Work with the Executive Board to collaborate and provide training with the DOE or other groups
- Work with the Executive Board to continue the FETC effort and complete plans earlier in the year
- Explore other ways to provide professional development to the membership, e.g., through the FACTE Web site (<http://www.facte.info/index.php>)

- New business

The fall 2009 FACTE meeting will be at UCF, and input on the agenda, Day on the Hill, and different formats for the spring meeting will be requested from the membership. There was no other new business.

- Announcements

Robin Lague (UWF) and Janet Pilcher (UWF) attended the Alternative Certification Conference in January (San Antonio), where Dr. Jim Cibulka (NCATE) discussed the new standards for alternative certification programs that will be embedded in the NCATE process. The new standards will be reviewed and available later this spring.

Larry Daniel (UNF) mentioned that NCATE is working on streamlining its overall procedures. Donna Gollnick (NCATE) is holding conference calls to discuss the process. The process is going to be streamlined and more focused on continuous improvement. Larry also mentioned the AACTE affiliate organizations (<http://www.aacte.org/index.php?/About-Us/Governance/-/Structure/affiliate-representatives.html>) and encouraged everyone to get involved with the appropriate group for their institutions:

- AILACTE – Association of Independent Liberal Arts Colleges of Teacher Education (<http://www.ailacte.org/>)
- CADREI – Council of Academic Deans from Research Education Institutions (<http://www.cadrei.org/>)
- HACU – Hispanic Association of Colleges and Universities (<http://www.hacu.net/>)
- NAFEO – National Association for Equal Opportunity in Higher Education (<http://www.nafeo.org/>)
- TECSU – Teacher Education Council of State Colleges and Universities (<http://www.tecsu.org/>)



Trish (Florida representative for AILACTE) emphasized that these organizations, which meet in conjunction with the annual AACTE meeting, feed into AACTE and have representation on the AACTE board. Larry is the Region II representative for TECSCU. Members are also reminded of the AACTE seminars and webinars that are posted under "Events" at http://www.aacte.org/index.php?option=com_events&Itemid,28/.

- Business meeting adjournment

The business meeting adjourned (Mary Collins motioned, Gloria seconded) and members attended the Florida DOE update presentation.

10:00 am Update from the Florida Department of Education

Speakers;

- Kathy Hebda, Chief of Educator Recruitment, Development and Retention, Florida Department of Education
- Rebecca Pfeiffer, Program Director for Educator Preparation, Florida Department of Education

Presentation and Discussion

Marsha introduced Kathy and Rebecca. Kathy has worked for the DOE since 1992. Prior to this work, she taught music and worked in the Florida Bureau of Certification. She also served as a policy analyst for the Florida Legislature. In her current position, Kathy is glad to be in an office that implements both state and national policy. She completed her B.S. in Music Education (Newberry College, South Carolina) and her M.S. in Chorale Conducting (FSU). Rebecca has worked for the DOE since 2003. Prior to this, she taught in North Carolina and Florida. As a program specialist, Rebecca facilitates the design and implementation of Initial Teacher Preparation (ITP) programs and Educator Preparation Institutes (EPIs). Rebecca completed her B.S. in English and M.S. in Policy (FSU).

Kathy and Rebecca provided an update (<http://www.facte.info/FACTE%20spring%2009.ppt>) on the following topics:

1. Teacher Quality Data – Information was provided on the number of completers in 2006-2007 (ITP 5499; EPI 717; district alternative certification [DACP] 1511; total 7727) and 2007-2008 (ITP 5974; EPI 1375; DACP 1716; total 9065). There were more completers in each program in 2007-2008. In 2009, annual contract teachers were laid off in some districts. This includes graduates, and the employment data, based on the completer files, are being generated now. The number of employed individuals will be lower this year, due to these layoffs. Rebecca will send this information, and programs will use this for the annual survey.

There are 34 institutions that have ITPs in 2006-2007. This is higher in 2007-2008. Twenty-seven community colleges and four state colleges have 308 EPIs. UF and UWF are the only universities that have EPIs.

Who was certified? A total of 15,707 individuals received an ITP certificate in 2006-2007 (42% completed a Florida program; 35% presented an out-of-state certificate; 6% presented an out of state program; and 17% completed course-by-course analysis, down from 25% during the previous two years. The number of course-by-course certifications is decreasing, which is what the DOE wanted to occur.

The learning gains of National Board Certified Teachers (NBCTs) are slightly higher than other teachers in the state for reading and math in grades 4-10. NBCTS are overrepresented in schools with lower percentages of minority students and low SES students. Their retention rate in the classroom is significantly different, i.e., 88% 10-year rate for FL NBCTs as compared to a 60% (this includes all teachers) 5-year-rate for Florida teachers. What is the difference? Teachers had to be teaching a majority of the time to get a NBCT bonus. Of the NBCTs, 88% is still getting a bonus, and they are still teaching the majority of the day. For some people, this has impacted the decision to stay in the classroom, i.e., you had the ability to get an additional 10% for staying in the classroom and another 10% for mentoring.

2. Educator quality initiatives include grants and anticipated Stimulus and Stabilization Funds (ARRA). Title I and IDEA will have a lot of money, including Title IID and technology. ARRA money will be used for professional development in the following areas:



1. Math standards
2. Reading
3. Science (Biology)
Expected to be included in the content area training
4. Integrating technology
5. Response to Instruction [sic], i.e., Intervention (RtI)
6. Content / Disciplinary Literacy
Delivery system for professional development
7. Professional Learning Communities and Lesson Study (i.e., Japanese lesson study [http://www.glencoe.com/sec/teachingtoday/subject/japanese_lesson_study.phtml]). This is being studied. Kathy requested assistance with partnerships for districts to help districts to spend money to incorporate what you do to prepare teachers.)

There will be a competitive grant (Title II money) for the Next Generation Standards training (<http://www.fldoe.org/bii>). The RFP is being amended. A SBOE workshop on the grant will be offered March 16. A local education agency, an institution, and a college of arts and sciences are required for the application to develop core content workshops (<http://www.fldoe.org/BII/pdf/TeacherQuality-RFP.pdf>).

The National Governors Association Grant (DOE) will be noticed through Lauren Warren (Lauren.Warren@fldoe.org). Math applications are in process, but nothing is in process for language arts, humanities, and social studies. These awards will be multiple awards but one-time awards for the partnership. The total awards are for \$3 million, and the application can be for just one piece (up to \$25,000). The RFP will list the subject areas. The districts may not be high-need for specific content area, but they have to partner with a high-need district to be eligible and need to partner with a high-need LEA. One college of arts and sciences and one college of education can apply.

The Teacher Incentive Fund Grant is part of the stimulus grant, but it will not begin until fall 2009.

Information on the Teacher Quality Enhancement Grant is posted at <http://www.aacte.org/index.php?/Grants/Government-Grants/teacher-quality-partnership-grants.html>. An AACTE webinar will be held on AACTE March 17 or 18 for the teacher quality enhancement grant.

3. Regarding program approval updates, the *Annual Report on Teacher Preparation* (<http://www.teachinflorida.com/preparation>) has been completed. Among the findings are the demographics of the completers and respondents (older). This report doesn't include Educational Leadership. Teachers placed a high priority on hands-on experiences and internships, especially with ESE and ELLs. Teachers in a program who felt they did not have enough field experience, commented that they wished they had more. Students who had field experiences, commented that they had it. Respondents commented about what they look for when being "recruited" to a teaching position, i.e., they were looking for some of the same things that the DOE thinks helps with retention. The percentages and counts of completers going into the second level critical shortage subjects were higher for District ACPs than for ITPs.

During the past year, training was completed for Educational Leadership and initial folio submission (fall 2008 FACTE meeting), EPI continued approval standards, ITP and EDL folio reviewer training (winter 2009), and the college system EPI webinar. The next training to occur will be for the ITP continued approval processes (late July 2009). This training will be for everyone and will include information for initial reviews and reviewers.

Reviews of matrices that were submitted in August are almost complete. The next training will include technical assistance for those who need to develop further.

The eIPEP is in process, and the regular IPEP is required (F.S. 1004.04) each year. Rule 6A-5.066 lists four data elements to include in the IPEP. In addition, programs are to complete Standard 3 each year. Kathy's office is not taking IPEPs now.



The format has changed. Use the data elements in Rule 6A-5.066 in your annual plan. The DOE periodically asks for these. Programs should have completed the 2006-2007 IPEP by now. This is to be completed program by program, i.e., the DOE does not review the unit but reviews program by program.

The submitted matrices look good. There is a variance of understanding, in particular on appropriate assessments that align with a FEAP assessment. That alignment will be reviewed this summer. The Uniform Core Curriculum is fine. Are there two points of evaluation for the FEAP? Yes. Do programs have a way to describe the FEAP that meets the intent of the FEAP? Do the assessments used really measure what you want to demonstrate? Rebecca noted that there was a lack of detail shown on the assignments.

The EPI APEP will be submitted July 2009 in a paperless format. This will be the first submission, and no one will lose their approval this time. Everyone will receive feedback. Rebecca has the template for everyone to follow.

Upcoming documents include the following:

- Reading endorsement update memo for all programs (ITP and EPI)
- Next completers/employer satisfaction survey process (all programs). You don't have to do the survey as long as you can get what you need from the other (DOE) survey.
- Rebecca will send raw data to everyone, but she did not receive completer files until the end of February. She will have employment data 2007-2008, the standard report, the completer file, and survey data.
- The DOE EDL surveys will begin soon.
- Returns increased for sending the surveys to the schools. Responses may improve when the cover letter is signed by the program director.
- The ITP continued approval rubric (final version) has been completed, and the numbers have been corrected.
- The folio reviewer rubric is in process.
- The reading endorsement rubric is receiving a final review.

The final rubrics will be put online, and they will be sent through the paperless communication process.

What is the best way to get reviewers contacted? Send these names to Tonya Brown (Tonya.Brown@fldoe.org) and Rebecca (Rebecca.Pfeiffer@fldoe.org) to get them on the reviewer list.

4. Title II reporting is handled by Rebecca. Institutions are no longer required to publish this information by April 7. Full reporting through the new system will be required for institutions in April 2011 for the 2009-2010 year. The webinar for state coordinators will be on March 18, 2009. Institutions are asked to use the SharePoint site for feedback. Meetings regarding institutional responsibility will be held. Programs need to start field experiences at the beginning of the curriculum. Title II wants institutions to report alternative routes in addition to traditional routes. Programs need to download the requirements for the Title II requirements from the SharePoint site (<https://www.title2workinggroup.org/default.aspx>). It is estimated that it will take 69 hours to complete. The requirements document includes one sample of each data element.
5. Other items were discussed pertaining to NCATE, SSS, Uniform Core Curriculum, and "moving the profession forward."

During the summer of 2008, there was a FACTE/DOE – NCATE discussion. Since then, there has been no update on the state partnership. NCATE is seeking feedback on the potential changes in the streamlined standards.

The Next Generation Sunshine State Standards needs to be compared to the subject matter competencies and skills. What is the best way to align program approval and the standards changes? What can the DOE do about the process?



The ITP Uniform Core Curriculum was described as “a mile wide and an inch deep.” We need to look at teacher performance. What needs to be included in the Uniform Core Curriculum? SB 2458 includes (1) a scheduled review of the FEAPs and (2) the use of the FEAPs as an assessment for teachers.

The group was asked to think about (1) moving the profession forward and (2) the selection into teacher preparation programs and into a teaching job. Think about the requirements to get into your programs. Are there other things that you require? In addition to test scores, what else do you do? The Transition to Teaching Grant has adopted the “Broward Method” to evaluate the incoming teachers. How do we change the message about who goes into teaching? Look at the “recruitment stuff” in the survey. Who is retained, where, how often, etc.

Bob asked the participants whether their institutions have data, e.g., on the relation between the SAT and GPA at the lower division? Are these data correct? He recommends that we get data at our institutions on this issue so that we can share this information. What is the retention for ABCTE schools or Teach for America? We can look at the GPAs of first-time-in-college students (FTIC) for the first two years and compare these across the university between colleges, i.e., the GPAs of Education students compared to Arts and Science students. This can become a model for the lower division (don’t include community college transfers and delete the common prerequisites). Kathy wants to discuss this for all programs. We can approach this as a profession—not just from an institutional basis so that we can determine if there is a connection between this and effective teachers who succeed. Jennifer said that FACTE availability and partnership on this research is available.

Participants are asked to send topics to FACTE to be posted on the Web site for DOE updates (http://www.facte.info/FL_DOE.php). Staff assistance on the Web site is contributed by NSU.

Jennifer thanked all for their participation.

12:00 pm Adjourn

Approved October 16, 2009.