

Christina

TEACHER COMPENSATION WORKING GROUP

**RECOMMENDATIONS TO THE CITIZENS
AND GOVERNMENT OF FLORIDA
CONCERNING TEACHER COMPENSATION**

**MAY 27, 1986
TALLAHASSEE, FLORIDA**



THE NATIONAL ARCHIVES

RECORDS MANAGEMENT DIVISION

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Teacher Compensation Working Group

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PARTICIPATING ORGANIZATIONS:

Associated Industries of Florida

Citizens' Council on Education

Florida Association of School Administrators

Florida Chamber of Commerce

Florida Council of 100

Florida Education Association/United

Florida Legislative Alliance

Florida School Boards Association

Florida Teaching Profession/National Education Association

May 27, 1986


Dear Florida Citizen:

The Teacher Compensation Working Group is an assembly of leaders of nine state level educational and business organizations. We have spent the past year discussing and debating a variety of issues concerning Florida's educational system and the compensation of its school teachers. We came together with the hope that these discussions would lead to a greater common understanding and sense of direction for Florida to pursue in improving the outcomes of its K-12 educational program. We believe we have made significant progress.

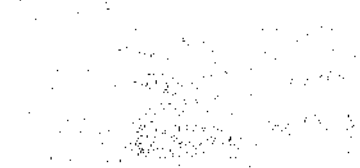
The following document describes our work in three parts. First is a general set of recommendations concerning the many components we believe must be incorporated in any sufficient vision of the teacher compensation issue. This section also describes the problems we are addressing by placing emphasis on the compensation of teachers. The second part puts forth a framework for our Legislature, State Board of Education, Department of Education and sixty-seven local school districts to utilize in establishing performance based Career Development Programs to reward those teachers who demonstrate the initiative for professional development and enhanced performance. The third section communicates our recommendations concerning the allocation of resources to the areas identified in the first two parts. This section identifies three specific goals to be achieved by the 1986 Legislature.

We hope you will consider our analysis of the problems Florida faces in ensuring appropriate instructional quality for its young people and support our sense of how to alleviate those problems through the judicious use of our public revenues.

Sincerely,



Michael Kane
Chairman




Volume 17, Number 1, February 2011


Special Issue: The Psychology of the 2010 Winter Olympic Games

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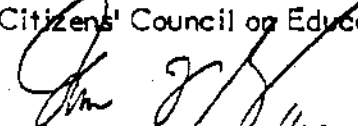
SIGNATORIES



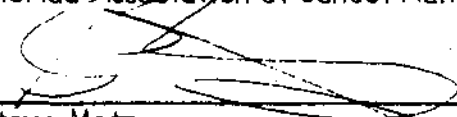
Jon Stebel
President
Associated Industries of Florida



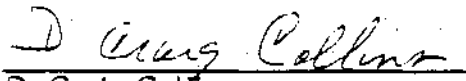
Michael Kane
President
Citizens' Council on Education



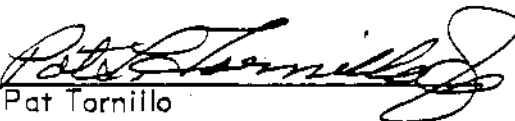
John Gaines
Executive Director
Florida Association of School Administrators



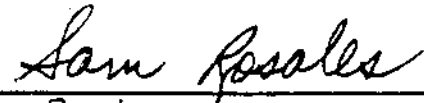
Steve Metz
Vice President, Governmental Affairs
Florida Chamber of Commerce



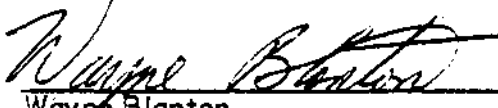
D. Craig Collins
Executive Director
Florida Council of 100



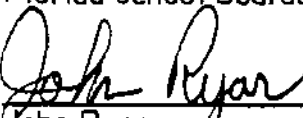
Pat Tornillo
President
Florida Education Association/United



Sam Rosales
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Florida Legislative Alliance



Wayne Blanton
Executive Director
Florida School Boards Association



John Ryor
Executive Director
Florida Teaching Profession/National Education Association

172

of the American people

the House of Representatives

of the United States

in the year 1954

of the American people

of the House of Representatives

EXECUTIVE SUMMARY

The Teacher Compensation Working Group is an assembly of leaders of nine educational and business organizations. This report provides recommendations concerning the range of issues involved in teacher compensation. What binds us together is a uniform belief in the importance and potential of public education to our children and to our advancement as a democratic nation in the face of an increasingly competitive world situation. As our State strives to improve the quality of education available to all our young people, we commonly recognize improvement of instructional quality to be the single most important element of that effort. Instructional quality is a direct function of the quality of the teachers meeting our children every day.

The overriding problem to which our recommendations are addressed is a critical one: the requirement for Florida to attract and retain more high quality individuals to the teaching profession. Unlike many states, Florida has an elementary and secondary school student population that will continue to grow due to two factors: immigration and birth rate. This requirement of growth comes at a time when teaching has become a less attractive job option to our best and brightest high school graduates. Put simply, improving the quality of education we can give our young people depends on increasing the attractiveness of the teaching profession in Florida.

One way we will have to do this is to increase opportunity within the profession for monetary compensation. While we recognize money alone is not the sole reason individuals do or do not enter a teaching career, it is a component of the decision. Neither current entry salaries nor lifetime earning opportunities are sufficient to attract the quality of teachers we require. Across the board increases, alone, however, is not a sufficient solution to this problem. While it's true that many current teachers are underpaid for the quality of service they render, monetary incentives as a means of attracting and retaining teachers must be used selectively to assure that the highest quality personnel available are serving our children. What may be needed is a restructuring of our approach to compensation to reflect the reality of market conditions and natural variability of human performance and initiative.

To achieve this objective, the report proposes nine specific recommendations addressed to the areas of base compensation, incentive compensation, recruitment and professionalism. It also proposes a detailed Professional Teacher Career Development Program. The report itself is brief. Therefore, we do not summarize its programmatic proposals here. In general it calls for market sensitive and professionally competitive levels of base compensation, supplemented by specific incentive compensation programs that provide opportunity for a teacher to receive up to an additional one-third of his or her base pay for special efforts. Such a compensation structure, coupled with effective recruitment efforts and improvements in school and classroom working conditions, will increase the attractiveness and professionalism of teaching.

Appropriate funding of the recommendations proposed will require several years to implement. The Career Development Program alone is anticipated to

cost \$90M in its first year, increasing to a \$330M cost in year five and beyond. The other proposals also require significant commitments of resources.

Our funding recommendations for 1986 have been tempered to reflect the serious resource constraints under which the 1986 legislature is operating. However, our fellow citizens and elected representatives must recognize that if we are to continue to grow successfully, Florida faces significant infrastructure and public service requirements. These requirements make serious examination and adjustments of our system of taxation mandatory. We also urge a review and, where appropriate, a reordering of our current allocation of resources within the education sector. As revenues increase, significant new resources must be directed to our public schools in a manner that enables our resource commitments to become self-renewing as a result of the renewed economic and social well being that results from improved educational outputs.

Therefore, we propose a sufficient portion of the revenues generated by revisions in our tax structure and current educational expenditures be established in a trust fund. This trust fund, for the improvement of teacher quality, is to be used to fund local actions consistent with the report's programmatic recommendations.

To help ensure increased productivity accompanies these increased expenditures, we recommend a performance-based career development program, with characteristics equivalent to those proposed in our report, be passed by the Legislature this year--with local implementation scheduled for fiscal year 1987-88. However, the program must carry assurances of funding during 1987-88 at the levels suggested as necessary, or it should not be implemented. Underfunded programs will not achieve the objectives we hold for improving the practice and professionalism of teaching.

In addition to appropriately funding incentive programs, base teacher compensation must be increased to market sensitive levels sufficient to attract the quality of individuals necessary to staff Florida's schools and to meet our enhanced certification standards. Therefore, we propose significant increases in both base teacher compensation and incentive compensation allocated so that after three years of implementation, incentive programs will constitute approximately 10% of our enhanced pool of total compensation dollars. To indicate a commitment to this approach we urge our Legislature to take action this session to:

1. Fund increases in base compensation this year sufficient to enable our teachers to receive an average salary increase at the levels attained the past three years.
2. Fund the Quality Instruction Incentives Trust Fund sufficient to a) meet our obligations to those teachers currently designated as Associate Master Teachers, b) provide a payment of \$3,000 to those who are to be designated Associate Master teachers as a result of this year's program procedures, and c) provide adequate incentive for our teachers and school boards to continue their participation in the Merit Schools Program.

3. Pass a performance-based Career Development Program which ensures that funding available in 1987-88 will support and motivate full participation of our teachers and local school districts. This commitment is necessary to assure our teacher unions and school boards that their efforts to develop a viable local program are worthwhile.

We believe these recommendations for 1986 can be achieved within Florida's current tax structure. However, we must reemphasize that the recommendations contained in the report will require significant new tax resources in future years. In addition to reviewing our tax system, we urge the Legislature to commit any significant new sources of revenues which shall become available between now and fiscal year 1987-88 to fund the recommendations in this report. The steps implicit in these recommendations are necessary ones to take if our public schools are to continue to make the contribution to Florida's economic growth and development we expect of them. We urge your commitment to these recommendations and to providing the resources necessary to their achievement.

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RECOMMENDATIONS TO THE CITIZENS AND GOVERNMENT OF FLORIDA CONCERNING TEACHER COMPENSATION

The Teacher Compensation Working Group is an assembly of leaders of nine educational and business organizations. We have joined together to attempt a resolution of the conflicting perceptions and opinions concerning teacher quality and compensation that have been the basis of much disagreement over state educational policy for the past several years.

This statement reflects our commonly held beliefs concerning the range of issues involved in teacher compensation. What binds us together is a uniform belief in the importance and potential of public education to our children and to our advancement as a democratic nation in the face of an increasingly competitive world situation. As our State strives to improve the quality of education available to all our young people we commonly recognize improvement of instructional quality to be the single most important element of that effort. Instructional quality is a direct function of the quality of the teachers meeting our children every day.

We believe teacher quality to be relative to many factors: a fair and reasonable compensation schedule, including elements that reward performance; standards for entry to training and to practice; periodic and appropriate evaluation and professional development; opportunities for advancement and additional responsibility; a professional environment in which to work. The recommendations that follow are intended to utilize the policy making role of state government to create a structure within which the characteristics just described are most likely to continue to emerge within Florida's sixty-seven different school districts. While we believe ultimately that educational problems should be identified and resolved at the governmental level closest to them, (i.e., the local school and district), we recognize that the State has the responsibility to

set standards and provide the opportunity for local responses. Therefore, wherever possible our recommendations follow such a model. The following pages describe our sense of the most significant problem facing educational improvement in Florida and our recommendations for its alleviation. Recommendations are presented in five categories: funding, base compensation, incentives, recruitment and professionalism. They are structured and presented as a package to be implemented together as a total program. It is the intent of this group to deal with the entire employment condition of the teacher. Our recommendations reflect this comprehensive approach to what is a multifaceted problem.

The Problem Being Addressed:

The overriding problem to which these recommendations are addressed is a simple, but critical one: the requirement for Florida to attract and retain more high quality individuals to the teaching profession. Unlike many states, Florida has an elementary and secondary school student population that will continue to grow due to two factors: immigration and birth rate. Nationally, our baby boomer's babies are beginning to enter the public schools. This will result in a tighter market as over one million teachers will be sought to fill new classrooms over the next eight years. In Florida this effect is multiplied by our annual population growth due to immigration. This year alone 40,000 new students were in our schools. Further, Florida produces only about 30% of the teachers it currently needs annually. The remaining 70% must be attracted from other states. This requirement of growth comes at a time when teaching has become a less attractive job option to our best and brightest high school graduates. Increasingly over the past ten to fifteen years, the pool of university students from which we draw our teachers reflects the lower end of the spectrum of academic ability. Put simply,

improving the quality of education we can give our young people depends on increasing the attractiveness of the teaching profession in Florida.

One way we will have to do this is to increase the opportunity within the profession for monetary compensation. While we recognize money alone is not the sole reason young people do or do not enter teaching, it is a component of the decision. Neither current entry salaries nor lifetime earning opportunities are sufficient to attract the quality of teachers we require. Across the board increases alone, however, is not a sufficient solution to this problem. While it's true that many current teachers are underpaid for the quality of service they render, monetary incentives as a means of attracting and retaining teachers must be used selectively to assure that the highest quality personnel available are serving our children. What may be needed is a restructuring of our approach to compensation to reflect the reality of market conditions and natural variability of human performance and initiative. What we recommend is the following.

Funding:

There are several significant sources of revenue available to the State of Florida should it choose to have the political will to utilize them. Meeting both the educational needs of our children and the infrastructure needs of our growing population require immediate action. We believe it is important for Florida to recognize that our most significant infrastructure resource is not our roads, schools, jails, or hospitals, but is rather our people. It is our people who will build the Florida of the future. Therefore, investments in the growth and development of our people must lead any investment in infrastructure. Investment in compensating those teachers to whom we give primary responsibility to nurture the conversion of our potential human capital resources - our

children - to capable and productive citizens must be considered an infrastructure investment as surely as are the ones in physical capital structures. We, therefore, recommend that the State Legislature and the Governor act to review the current allocation of resources within the education sector and reorder priorities where appropriate as well as, where necessary, to obtain additional funding from previously underutilized sources such as sales tax and homestead exemptions. We specifically recommend a close examination of the educational impact versus the increased costs of an extended day be conducted by the Florida Legislature. Further, review of other specific programs concerning their contribution to instructional quality should be ongoing.

A sufficient portion of the revenues generated by the recommended actions should be established in a trust fund. This trust fund, for the improvement of teacher quality, is to be used to fund local actions consistent with the following recommendations.

Base Compensation:

Base compensation refers to the salary paid teachers upon entry to the profession and throughout their career for the basic daily function of meeting, instructing, and nurturing students and the associated responsibilities. That basic salary should be professionally competitive and market based. By that it is meant the salary should be sufficient to attract quality teachers in competition with others who are trying to do so (professionally competitive) and that it should reflect the general salary levels available locally in other occupational activities to individuals of similar ability and preparation (market based).

Base compensation is not adequately measured by the use of averages that compare one state and one district to another. Cost of living and tax burdens differ from state to state; so too do seniority levels of staff of which average salary is a direct function. As

a result, averages alone do not reflect the professional competitiveness of our teacher salaries. In addition to averages, Florida should focus its discussions on the actual range of salaries available to its teaching professionals as well as the costs and advantages of Florida living. Such an emphasis should be an effective recruitment tool especially as the other recommendations contained herein are implemented.

The current structure of teaching and teacher compensation contains a feature that, while an attraction to some, has increasingly become a negative factor in recruitment. While many potential teachers are attracted by the ten month employment year of teaching, for others it acts to both depress salaries in comparison to what those in other professions can earn and demeans the teacher as a professional as he or she must seek alternative employment to make ends meet over the summer recess. While many teachers do not wish to work over the summer months, and while in some districts as many as one-third of our teachers are employed by the district over the summer months, for a significant percentage of our teachers the summertime is a period of hardship. We therefore recommend that Florida school districts act to meet existing educational needs, especially those created by increased educational standards, by giving Florida teachers increased opportunity for 12 month employment. We are not recommending year round schooling but rather year round employment. Schools can utilize additional personnel time to offer our young people opportunity for both academic enrichment and remedial programs. The recent increase in academic standards is a necessary part of achieving quality education. However, for many young people it creates the need for additional assistance. Matching this need with the opportunity to provide teachers a 12 month income would be beneficial to all. It is to be a voluntary program the purpose of which is to provide opportunity for our most talented professionals to focus on the specific needs of those who can benefit most from the extra attention. Besides being used to offer academic enrichment it can be used for curriculum planning and program

development and in selected and limited cases (i.e., perhaps once every 5 years) to attend professional development programs with paid salary.

The attractiveness of salaries for newly entering teachers varies considerably across Florida school districts. In 1985-86 Florida beginning teacher salaries range from \$14,205 to \$19,175. While we may be able to fill our classrooms with college graduates, even at current salary levels, we believe our students should be taught by those whose abilities reflect the upper levels of academic achievement. Therefore, we recommend that entry salaries reflect market conditions such that we are able to recruit to the profession the numbers of high ability young people we require.

Current base salary schedules are structured around the employees' level of education and years of experience. They provide compensation for up to four levels of education and in some cases up to 30 years of experience. The result is an unduly long period of time for a teacher to achieve maximum salary and probably an inappropriate reflection of the value of simple experience over other factors. Therefore, we recommend a program of incentives to school districts to assist them to compress salary schedules to reflect a 7-10 step experience component covering an 8-12 year span of experience. Opportunities for additional compensation above these levels could come from cost-of-living adjustments and from financial incentives to reflect the assumption of additional responsibilities or special conditions associated with the teaching assignment or from financial incentives for exceptional performance.

Incentives:

Monetary incentives as a supplement to basic compensation are intended to provide an opportunity for those teachers who wish to distinguish themselves in some manner beneficial to their employers and students to earn additional compensation for that effort. Incentive opportunities in teaching should provide up to an additional one-third of

a teacher's base pay for special efforts. Incentives can be used (1) to reward the assumption of certain conditions of teaching such as working in a difficult work place or teaching subjects few are willing or prepared to teach; (2) to reward the assumption of additional responsibilities such as participating in the specialized training of new or experienced teachers, evaluating other teachers, or developing new curricula and approaches to instruction; and (3) to reward exemplary individual or team performance in facilitating student growth and academic achievement. The following recommendations are intended to provide a full range of all three types of incentive opportunities for Florida teachers to enhance their basic compensation.

(1) Florida faces teacher shortages in many subject areas. Foremost among these are math and science instruction as well as special education. Soon elementary school and English teachers may be in short supply. In addition there are specific schools which, due to circumstances of their location, are difficult to appropriately staff. We recommend districts recruit teachers to these shortage areas by offering incentives such as placement at levels on the salary schedule in excess of the actual experience of the teacher or as direct cash increments for such service.

(2) While the basic compensation schedule must provide an adequate salary for satisfactory teaching performance and workload, there must also be opportunities within the teaching profession for highly motivated individuals to continually find and meet new challenges as they grow professionally. The basic function of teaching is to instruct students. However, there are other roles teachers also play within the profession as they engage in actions that have impact beyond their own classroom. These mentoring, assisting, evaluating, planning and designing roles can be formalized and financial incentives associated with their successful performance. The result would be a career development program which provides opportunity for the professional and financial growth of a significant percentage of those who choose teaching as a lifetime career.

There are many aspects of teaching currently under review within Florida by the Legislature, Office of the Governor, and Department of Education. These involve teacher compensation, performance evaluation and certification. We recommend that these various structural elements of the teaching profession be coordinated in such a manner as to reinforce the emergence of a diversified career development program which provides a variety of opportunities for teachers to achieve new levels of compensation or responsibility. Additional compensation should be associated with the actual assumption of additional responsibilities or successful performance. Funds should be available to compensate sufficient professionals to meet real educational needs. The next section of this report describes a performance based Professional Teacher Career Development Program we recommend be enacted into law during this 1986 legislative session.

(3) Beyond incentives for assuming certain conditions and levels of professional development associated with teaching, there should be available to teachers the opportunity to be rewarded for excelling in their teaching performance. We recommend the continued development of performance incentive programs for local districts to adopt as team or individual teacher performance incentives. Locally designed programs should utilize student growth as the primary criterion for awarding performance incentives. The school principal is accountable for the educational outcomes of his or her school. We stress that our concept of school management views the principal as responsible for developing and utilizing teacher leadership and professionalism. The principal should be a leader and facilitator who emphasizes the participation of teachers in a team effort to manage the school. This includes the appropriate utilization of a range of possible approaches to peer input in the performance evaluation including the delegation of this function. The principal must be accountable for the final performance incentive decision and for the results of that decision on the future performance of the school.

Recruitment

Developing an appropriate compensation structure is a necessary condition to improving Florida's ability to effectively recruit the quality of instructional personnel our children must have. However there are other elements of an effective recruitment program that must also be implemented or enhanced in order that Florida's ability to compete in the ever tighter teacher supply market of the 1990s will be commensurate with its needs.

As the current decade draws to a close, Florida has remaining a brief opportunity to attract experienced teachers from those states that are still experiencing declining enrollments in the upper grades. An immediate and concrete effort should be made to bring to Florida high quality experienced teachers from the northeast and north central regions of the country. To increase school districts' ability to do this we recommend the Legislature take action to 1) permit school boards to pay moving expenses for out of state teachers qualified in critical shortage areas, 2) clarify the ability of school boards to pay for interview related travel and expenses of prospective employees and personnel officials on recruitment trips, 3) allow experienced out-of-state teachers to purchase retirement credit in the Florida retirement system for their previous experience. The Legislature should review the Florida retirement system in its entirety and amend the system by updating benefits that will retain and attract teachers. We also encourage local school districts to consider providing full salary schedule credit for out of state experience as a means of recruiting experienced teachers.

While selectively recruiting experienced teachers will enhance instructional quality, the majority of our future need for teachers will be met by the employment of inexperienced or new teachers. The key to quality enhancement, therefore, is to increase the quality of the pool of young people attracted to teaching as a career. In

recent years the Legislature has taken appropriate action in this regard by passing legislation to create loan and scholarship fund programs for prospective teachers. We recommend the State aggressively market to Florida high school and lower division university students opportunities for reducing educational costs through teaching service. The infrastructure of our university system is sufficient for Florida to produce far in excess of the 30% of its teaching personnel needs it currently produces. We must increase the vigor with which we recruit our best and brightest young people to the teaching profession.

Professionalism

Compensation is only one component of attracting and retaining high quality classroom teachers. Those leaving teaching before retirement leave for reasons of working conditions as well as for reasons of compensation. A similar situation exists concerning the recruitment of young people to teaching as a career.

Both the workplace environment as well as the current role and responsibilities of of teachers require review and adjustment. Teachers spend a great deal of time doing work which others with less costly training and experience could easily perform. These activities take away from the educational progress of our youth. The support facilities provided for our teachers in the form of quiet workspace, phones, desks, etc. are sometimes incompatible with the professional role we ask them to fill in preparing our next generation.

Our review of Florida's current status concerning professionalism and working conditions will continue during the next year. While several of the recommendations in this document will improve the professionalism of the teaching role, there remain many other relevant aspects of that role to review. We anticipate working on those issues prior to the 1987 legislative session and, therefore, make no specific recommendations at this time.

A PROPOSED PROGRAM FOR PROFESSIONAL TEACHER CAREER DEVELOPMENT

Introduction

The purpose of this program is to provide structure, opportunity and incentive for current and prospective teachers to enhance their capabilities, practice, status and compensation throughout a lifetime career as a teacher. The program seeks to retain and attract high quality individuals to the profession of teaching by offering opportunity for change, growth and development within the teaching career.

General Principles

The program is to be designed and developed according to traditional employer-employee practices at the local school district level within guidelines and standards developed and reviewed at the state level. The general concepts guiding the program are:

- participation will be optional for both individual school districts and individual teachers within districts.
- program specifics will be locally negotiated through Chapter 447 F.S. provisions with the exception of impasse procedures -- the program must be mutually agreeable.
- all proposed programs will be reviewed and approved by the State Department of Education for compliance with state guidelines.
- guidelines and the program approval process will be reviewed by an advisory panel of educators and private sector participants, all of whom are experienced in employee development issues.

- local programs will be funded through monies appropriated to the Quality Instruction Incentives Trust Fund. Funds will be allocated to districts by formula taking into account size of staff and placement on career development steps. Allocated funds not utilized for this program will remain in the trust.

Program Steps

Each approved program will provide for four career development steps. Current teachers are not required to participate in the program in any manner. Once a local program is approved, all new, inexperienced teachers must participate. However, decisions to advance on steps III and IV are strictly voluntary. The four steps and their characteristics are:

I. Intern -

- Three year program component - 1 year optional extension
- Compensated according to district salary schedule
- Serves on annual contract
- Subject to conditions of beginning teacher program and initial certification requirements
- May be given less than full time teaching load for at least first year and will receive close supervision and monitoring throughout step
- Follows alternative guidelines, requirements and procedures depending upon whether graduate of college of education or other bachelor level program
- Does not receive any salary incentive; however, program funds include resources for those districts providing released time, inservice, etc.

II. Teacher -

- Compensated according to district salary schedule
- Holds appropriate teaching certificate

III. Professional Teacher -

- Has served a total of five years in level I and/or II
- Has successfully passed test of subject matter knowledge (relevant to knowledge necessary to teaching role rather than a broad survey of field) - test administered statewide and cut off established statewide at level required for initial certification
- Has been designated a professional teacher as a result of:
 - a) score on series of performance observations by qualified observer using reliable, valid, performance observation instrument based upon sound educational principles and contemporary research in effective educational practice
 - b) peer input
 - c) principal input
- Design, content and scoring scheme of vehicles for a, b and c are subject to local negotiation. However, item c must contribute at least 1/3 of total score required for designation; an appeal process must be a component of each local program. Additional requirements such as specific prior school service or review of student achievement data may be included subject to local negotiation.

- Compensated according to district salary schedule plus additional salary incentive.
- Must renew designation every three years according to provisions for initial designation with exception of subject test, which will be required every third renewal.
- Designation is transferable among the state's 67 school districts as it is earned through compliance with state approved guidelines.

IV. Senior Professional Teacher -

- Has served a total of three years at level III
- Has been designated a senior professional teacher, qualified in one of three specialties:
 - a) Professional Teacher Consultant (PTC): Able to demonstrate superior classroom teaching as well as coordinate curriculum development, design strategies for improved student performance, analyze instructional methods within school for effects on learning, assist in classroom research, conduct curriculum development projects, etc.
 - b) Professional Teacher Mentor (PTM): Able to demonstrate superior classroom teaching as well as serve as instructional coordinator in specific subject areas, serve as peer advisor in beginning teacher program, plan and implement inservice training, supervise apprentice teachers, coordinate instructional development programs and research projects in conjunction with PTC personnel, etc.

c) Professional Demonstration Teacher (PDT): Able to demonstrate superior classroom teaching with classroom always open to observation by any other teacher for purposes of learning techniques, etc.

- Has been designated a senior professional teacher in one of three areas as result of meeting following requirements:

a) Educational: masters in field or masters out of field, plus 15 credit hours of infield courses, (or special requirements for non-degreed vocational personnel to be developed by DOE)

b) Objective Scores:

PTC candidates must demonstrate subject area test score in upper thirty percent of possible test scores.

PTM candidates must demonstrate performance observation score in upper thirty percent of possible observation scores.

PDT candidates must demonstrate upper thirty percent scores on either performance observation or subject test

c) Other: 1) peer input concerning suitability to render designated services; 2) supervisor input concerning suitability to render designated services as well as performance progress of students instructed over past three years; 3) review of all data for compliance with standards by a state level professional board of specialists to be established in general instructional areas.

- Holding endorsement qualifies teacher for additional compensation beyond the basic salary schedule and the professional teacher incentive in return for rendering endorsed services. The level of additional compensation for 10 month teaching service plus special responsibilities, as well as possible 11th or 12th month employment, will be determined locally according to local educational need and bargaining agreement.

- Designation is transferrable among the state's 67 school districts as it is earned through compliance with state approved guidelines.

(NOTE:) Procedures at this level of career development program preserve traditional role of professions to set standards for advancement among their ranks and of management to hire and terminate professional personnel according to local criteria and need. This is accomplished by divorcing advancement designation from employment and compensation decision. Standards for designation will be developed at state level over three year period preceeding implementation of this step. Employment requirements and service specifications will be developed as component of local plan.

There is no limit placed on numbers of personnel that can qualify for senior professional designation. However, percentages of personnel necessary to perform these functions would likely be no more than about 15% of teaching force.

Implementation and Costs

Implementation of this program should begin upon its passage by the legislature; however, it should not proceed with such haste that participants are misinformed, mistreated or alienated. Therefore we urge that school year 1986-87 be devoted to the negotiation and development of local programs in our 67 school districts. Year 1 of the program's actual implementation therefore will be 1987-88. Regardless, districts and teachers must view the State's commitment to the program as real and, therefore, significant commitments be made this year (1986) to provide assurance that the Year 1 startup will be adequately funded. Additional funding in Year 2 should permit full participation by all districts. By Year 3, funding should be at a level where all eligible

teachers can move to Step III. By Year 4, funds should include resources for initial Step IV teachers. The program should be at full funding by Year 5.

Funding levels should assume:

- Step I: a significant percentage of intern teachers may be released from teaching duties a reasonable portion of time for training and other related activities.
- Step II: no cost
- Step III: an incentive payment of \$2,500 per designee plus employer costs of social security, retirement payments, workers' compensation and unemployment insurance for a total of approximately \$3,000. Funds should be sufficient for all qualified teachers to be able to receive this level of award.
- Step IV: A payment of \$5,000 for designated services, plus employer costs of social security, retirement, workers' compensation and unemployment insurance for a total of approximately \$6,000. Additional funds in other programs should provide for 11th and 12th month service. Program funding shall be available so that approximately 15% of teaching force may be compensated for such service.

The following matrix indicates likely levels of required funding (in millions of 1986 dollars) over a five year developmental period by career development step.

<u>Step</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
I	15	15	20	25	30
II	—	—	—	—	—
III	75	150	210	210	210
IV	—	—	—	45	90
Totals:	90	165	230	270	330

In order now to ensure funding is sufficient in Year I, after acceptable local programs have been developed, the legislature should commit \$90M to fund the Career Development Program, effective July 1, 1987. In the event \$90M is not appropriated by the 1987 legislature, the Career Development Program should automatically sunset July 1, 1987. This will encourage and motivate school districts and teachers' unions to negotiate local career development programs during the coming year with reasonable assurance that necessary resources to implement the program during 1987-88 will be available.

PROPOSED FUNDING OF TEACHER COMPENSATION AND PROFESSIONAL DEVELOPMENT

In the preceding pages we have put forth a series of recommendations concerning Florida's teacher compensation policies. Appropriate funding of these recommendations will require several years to implement. Our recommendations for 1986 have been tempered to reflect the serious resource constraints under which the 1986 Legislature is operating. However, we urge our fellow citizens and elected representatives to recognize that if we are to continue to grow successfully, Florida faces significant infrastructure and public service requirements. These requirements make serious examination and adjustments of our system of taxation mandatory. We urge that such an examination begin immediately and that beginning in the 1987-88 fiscal year, the budget process reflect changes necessary to increase our state revenues. As revenues increase, significant new resources must be allocated to our public schools so that our resource commitments become self-renewing as a result of the improved economic and social well being that will result from improved educational outputs.

To help ensure increased productivity accompanies increased educational expenditures, we recommend a performance-based career development program, such as that proposed in our report, be passed by the Legislature this year—with adequate funding scheduled to begin fiscal year 1987-88. In addition, base teacher compensation must be increased to market sensitive levels sufficient to attract the quality of individuals necessary to staff Florida's schools and to meet our enhanced certification standards. What we propose is a significant increase in both base teacher compensation and incentive compensation allocated so that after three years of implementation incentive programs will constitute approximately 10% of our enhanced pool of total compensation dollars.

Over the decade of the 1970s, the purchasing power of Florida's teachers fell nearly 20%. Since 1983, that decline has been reversed. To ensure Florida's ability to compete effectively in the marketplace for quality teachers, we must continue to reverse that decline. At the same time, we must develop incentive programs to reward our most productive teachers. Accordingly, we urge our Legislature to take action this session to:

1. Fund increases in base compensation this year sufficient to enable our teachers to receive average salary increases at the levels attained the past three years.
2. Fund the Quality Instruction Incentives Trust Fund sufficient to a) meet our obligations to those teachers currently designated as Associate Master teachers, b) provide a payment of \$3,000 to those who are to be designated Associate Master teachers as a result of this year's program procedures, and c) provide adequate incentive for our teachers and school boards to continue their participation in the Merit Schools program.
3. Pass a performance based Career Development program which includes assurances that funding available in 1987-88 will be sufficient to support and motivate full participation of our teachers and local school districts. This commitment is necessary to assure our teacher unions and school boards that their efforts to develop a viable local program are worthwhile. (See pages 16-18 for funding requirements)

We believe these recommendations for 1986 can be achieved within Florida's current tax structure. However, we must reemphasize that the recommendations contained in this document will require significant new tax resources in future years. In addition to reviewing our tax system, we urge the Legislature to commit any significant new sources of revenues which shall become available between now and fiscal year 1987-88 to fund the recommendations contained in this report. The steps implicit in these recommendations are necessary ones to take if our public schools are to continue to make the contribution to Florida's economic growth and development we expect of them. We urge your commitment to these recommendations and to providing the resources necessary to their achievement.