

## Executive Summary G-6 October 6, 2020

State Board of Education Rule (SBER) 6A-1.0503 Definition of Qualified Instructional Personnel requires newly identified out-of-field teachers to be approved by the School Board. Teachers on the attached list have been identified as out-of-field for the first time. The following reasons are why a teacher is recommended to be out-of-field:

- Assigned to teach a course for which the teacher does not have a valid certificate in the appropriate area (i.e. certified in social studies but teaching math).
- Assigned a student characteristic for which the teacher does not hold appropriate certification (i.e. ESOL, ASD, gifted, etc.).

The Florida Course Code Directory outlines the appropriate certification areas for all courses, as well as directives on appropriate certification needed based on specific student characteristics. Using this information, the District programmatically identifies out-of-field teachers, with the exception of teachers providing services to gifted students. Schools must meet the requirements for delivery of gifted services outlined in the *Gifted Procedural Guide* and submit a list of their teachers providing gifted services to the Innovative Learning Department for vetting. Innovative Learning then provides the names of teachers that do not hold the gifted endorsement to Talent Acquisition & Operations - Instructional.

Out-of-field teachers are mandated to complete training each year until appropriately certified. However, the Collective Bargaining Agreement, Article 4(d), does allow for an employee to be involuntarily assigned for one year or less to a position outside the scope of the employee's certification as determined by the needs of the school. In these situations, the teacher can choose not to complete required training.

The training requirements and timelines are outlined in State Board of Education Rule (SBER) 6A-1.0503 and per the Multicultural Education, Training, Advocacy, Inc. (META). If a teacher fails to complete the mandated training each year, the teacher can no longer teach the out-of-field area and can never be out-of-field again. Listed below are options for training compliance:

- *Out of field for ESOL*
  - Complete district inservice or college coursework until all five courses are completed, at which time the endorsement must be added to the certificate. A teacher has six years to complete requirements (per META timeline); or,
  - Pass the ESOL Subject Area Exam and, within three years, complete two college/inservice courses.
- *Out-of-field for Reading or Gifted*
  - Complete district inservice or college coursework until all five courses are completed, at which time the endorsement must be added to the certificate. A teacher has three years to complete requirements; or,
  - Qualify for the district's Infield Designation (Gifted only).
- *Out-of-field for all other areas*
  - Take at least six semester hours of college coursework towards certification each year; or
  - Pass the Florida Subject Area Exam, if available; or
  - Qualify for the district's Infield Designation, if applicable.

The out-of-field teachers have been advised of the need for state-mandated training and have been provided information on completing requirements. Talent Acquisition & Operations provides a minimum of four notices per year, offers webinars and will initiate virtual meetings in lieu of in-person meetings so teachers can ask specific questions regarding options available. Professional development for ESOL, Gifted, and Reading is provided by the district. Teachers that do not comply with training will not be able to continue in the out-of-field assignment.

A total of 541 teachers have been identified as out-of-field. The previous year (October 2019), 697 teachers were identified as out-of-field. Below are reasons teachers have been placed out-of-field this school year:

1. The Florida Course Code Directory requires teachers assigned ESE core (math, English, science, social sciences, etc.) ACCESS courses to hold certification in ESE and in the core subject area they are assigned, or ESE and elementary education. (i.e. a teacher assigned ACCESS English 1 must be certified in ESE and English or ESE and Elementary). Their names are listed in the elementary section.
2. Scheduling at centers is challenging. Depending on the enrollment, the teacher may be required to teach a variety of subjects which will require certification in multiple areas.
3. Teachers are certified in a related area but not in the specific area they are assigned to teach. For example: certified in middle grades English 5-9 and out-of-field for English 6-12; certified in chemistry and out-of-field for physics or biology; certified in Prekindergarten/Primary (age 3 to grade 3) but teaching 4<sup>th</sup> or 5<sup>th</sup> grade.
4. Availability of candidates in specialized areas (i.e. STEM, technology, media specialist, debate, drama, art, etc.) are limited. These candidates have an expertise/knowledge in the area but do not hold the certification area.
5. Teachers assigned the primary English/language arts/reading class (this includes ESE and elementary teachers) to limited English proficient students are required to have the ESOL endorsement on their certificate as per the META Consent Decree.
6. Schools that have assigned teachers to provide instruction to gifted students must select a gifted certified teacher or a teacher that agrees to complete the gifted courses. The principal designates a qualified teacher as the Local Education Agency (LEA) representative. The LEA must have a working knowledge of the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students. The Innovative Learning Department provides meetings and trainings pertaining to gifted education to identified individuals. Additionally, teacher competencies for working successfully with gifted students are correlated with the state-approved professional development programs and the courses in rule 6A4.01791, F.A.C. This rule establishes requirements for a teacher of the gifted to align with the content of the course and requires completion of five courses for a total of 15 semester hours and/or to complete the district's infield designation plan specific for gifted teachers. The teacher must complete at least two courses each year to remain in compliance (or qualify for infield designation) to be eligible to continue to provide services to gifted students. If the teacher fails to complete mandated requirements, the teacher can no longer provide gifted services. Professional development training is available at no cost to teachers via the district's inservice training program for obtaining the gifted endorsement.
7. There are not enough courses being offered to hire a full-time teacher; therefore, the periods are covered by a teacher on staff that does not hold the appropriate certification.

8. Colleges of Education have shown a significant decrease in enrollment. This, coupled with a decrease in the number of candidates applying to be educators, has profoundly impacted the number of certified teachers available to teach all subject areas. The shortage has required principals to assign teachers' out-of-field to ensure that all classrooms are covered by a certified teacher.

**SUBJECTS OUT-OF-FIELD**

<b>Subject</b>	<b>October 2020 Number of Teachers</b>	<b>October 2019 Number of Teachers</b>
Art	9	11
Business Education	1	2
Computer Science	1	0
Drama	1	2
Educational Media Specialist	4	5
Elementary	97	111
English	31	35
ESE	14	18
ESOL	183	260
Family & Consumer Science	1	0
Gifted	120	176
Health	2	7
Mathematics	21	19
Music	4	2
Physical Education K-12	6	2
Prekindergarten Primary	22	16
Reading	27	19
Science	38	63
Social Science	14	18
Technology Education	0	6
World Language	10	4