



Florida's Juvenile Justice Teachers – Qualifications and Retention

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Presentation Outline

- Highly Qualified Teacher Requirements
- Research on Teacher Qualifications and Retention
- Public School Teachers and Juvenile Justice Teachers
- Florida Trends
- Policy Implications



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Highly Qualified Requirements

- College degree
 - Certification or licensure; does not include certification that has been “waived on an emergency, temporary, or provisional basis”
 - Demonstrate content knowledge in the subject they are teaching
-
- New teachers must either pass a rigorous test in the subject area or have a college major in the subject area.
 - Veteran teachers must either pass the state test, have a college major in the subject area, or demonstrate content knowledge through some other uniformly applied process designed by the state, such as the HOUSSE provisions.



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Teacher Qualifications and Academic Gains

- **Subject knowledge vs. pedagogy debate**
 - ◆ **Content knowledge appears to be the more important factor in student academic gains (Goldhaber and Brewer, 1996; Darling-Hammond, 2000)**
 - ◆ **Darling-Hammond (2000) number of college courses the teacher completed in subject area was related to student test scores**
- **“The effect of the teacher far overshadows the classroom variables” (Rivers and Sanders, 2002)**
- **Good teachers have a positive lasting effect while poor performing teachers have a negative lasting effect on students’ academic achievement**



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Problems Related to Teacher Qualifications

- Uncertified and inexperienced teachers
- Teaching out-of-field
- One third of high school math teachers do not have a major or minor in their field
- **Is working with children less complex than accounting or engineering?**



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Research Findings on Retention

■ Darling-Hammond (2000)

- ◆ More than 1/3 of new teachers leave the profession within 5 years
- ◆ 1/5 change their schools

■ Ingersoll

- ◆ The teaching profession has a higher turnover rate compared to other professions
- ◆ First year = 11%
- ◆ Two years = 10% more
- ◆ Five years = 39% of new teachers have left



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Factors that Contribute to Turnover

- **Lack of long-term recruitment policies**
- **Salaries**
- **School and student characteristics**
- **Student Behavior**
- **Lack of Autonomy**
- **Job Satisfaction**



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Juvenile Justice Teachers (Florida) Compared to Public School Teachers (Nationally)



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Teacher Characteristics-Gender

Gender	Public School Teachers (Nationally)	Juvenile Justice Teachers (Florida)
Male	32% (15,689)	48% (370)
Female	68% (33,495)	52% (478)
Total	100% (49,184)	100% (848)



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Teacher Turnover

	Public School Teachers (Nationally)	Juvenile Justice Teachers (Florida)
Transferred	8% (269,000)	2% (19)
Left Teaching	8% (279,000)	47% * (377)
Total # of Teachers	3,412,500	808

*Percentage of teachers who left teaching in juvenile justice schools



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Teaching Experience

Years in the Teaching Profession	Public School Teachers (Nationally)	Juvenile Justice Teachers (Florida)
0-2 Years	17%	25%
2-5 Years	15%	17%
6-10 Years	17%	14%
10-15 Years	13%	12%
15 or more years	38%	31%



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Certification and In-field Teaching

- 80% of Public school teachers are professionally certified nationally, compared to 63% of juvenile justice teachers in Florida

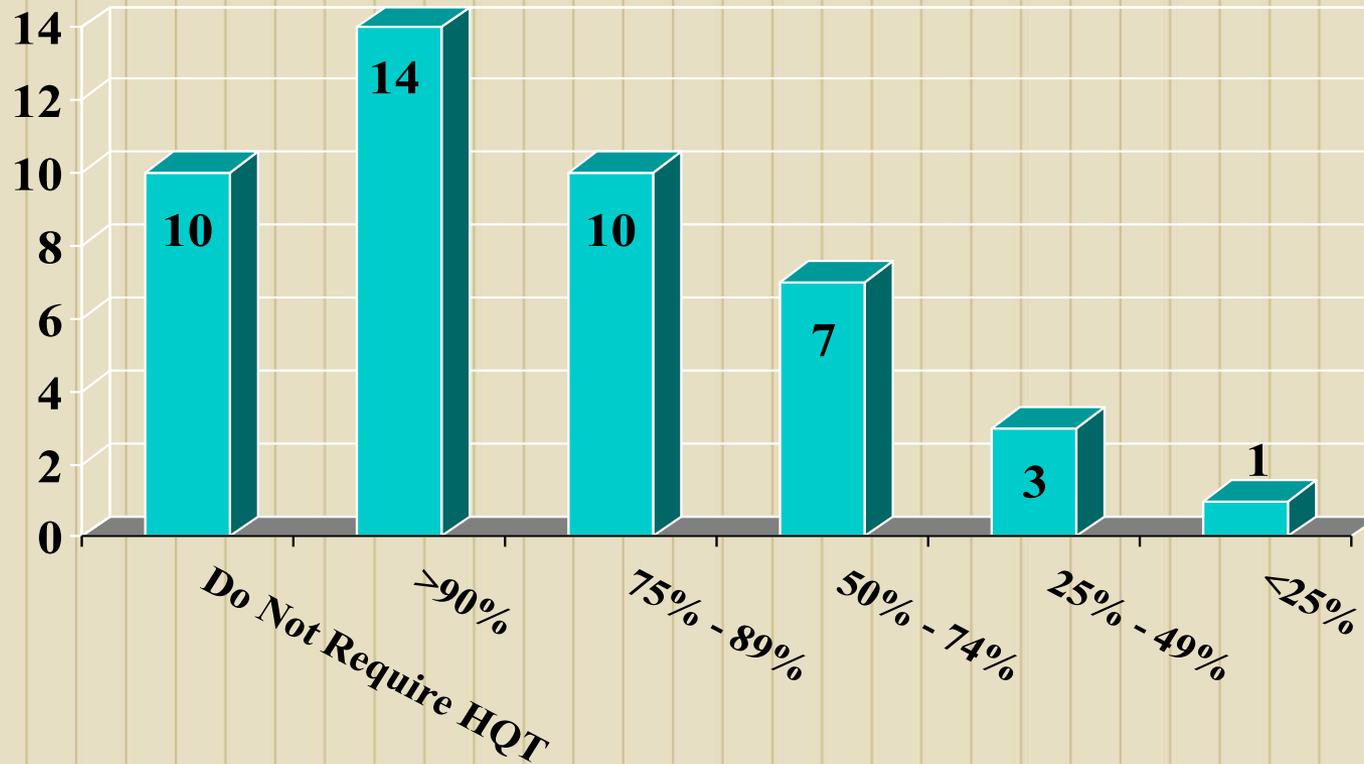
Subject	In-Field		Out-of-Field	
	<u>Public</u>	<u>Juv. Just.</u>	<u>Public</u>	<u>Juv. Just.</u>
Math	43%	28%	42%	72%
Science	69%	31%	18%	69%
Social Studies	73%	40%	11%	60%
English	89%	38%	6%	62%



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National Distribution for the Level of Highly Qualified Implementation (Percent Classes taught by Highly Qualified Teachers)— n=44



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Overall Findings

- **The juvenile justice system in Florida is faced with a teacher retention problem**
- **Juvenile justice teachers lag behind their colleagues in national public schools in terms of their qualifications**
 - **Less experience**
 - **Lower levels of certification**
 - **More out-of-field teaching**



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Level of Certification 2001-2005 in Florida Juvenile Justice Schools

Year	Professional Certification	Temporary Certificate	Statement of Eligibility	School district Approval	Non-Certified	Total
2001	55	16	16	5	7	101%
2002	59	22	9	3	7	100%
2003	60	20	7	6	6	100%
2004	65	20	10	2	3	100%
2005	63	23	10	1	3	100%



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Teaching in-field from 2001-2005 in Florida Juvenile Justice Schools

Year	Math	English	Social Studies	Science
2001	11%	19%	28%	14%
2005	28%	38%	40%	31%



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Policy Implications

- **New incentives should be provided for keeping juvenile justice teachers in the system (salary, job satisfaction etc.)**
- **Training and professional development programs are essential**
- **Education can make a difference in the lives of delinquents**
 - **Highly qualified teachers are the most important component**



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Questions and Suggestions



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