



Greetings from the Teaching and Learning Foundation. The purpose of this letter is to request your consideration and support for *Expert Systems for Teachers*® Series of subject-specific professional development courses designed for teachers with new assignments, which is currently hosted through the Divisions of Continuing Education at the University of Florida and University of North Florida, as an addition to your school district's Master InService Plan (MIP).

Among districts who have accepted the series into their MIP are **Brevard** and **St. Lucie County Schools** and the NEFEC districts. Links to these county web pages announcing their support of the program through their MIP provide an example of how your district could relay this opportunity to your teachers.

Results: Over 775 enrollments from 34 districts the past 2 school years yielded the following results: although only 27% passed the pre-test (before they received the instructional and mentoring support provided by the courses), 100% passed the post-test after studying the instructional support materials. In fact, the average pre-test score went from 56% to a post-test score of 90% – a 60% improvement in content mastery.

Data proof linked at http://thetlf.org/TLF_Universities.html: The data sheet and survey results are available for your review that shows that the program is assisting all stakeholders.

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

The Expert Systems for Teachers® series of over 100 subject-specific, professional development courses is designed to provide significant support to teachers with new assignments thus improving teacher and student performance. The series is designed to assist districts with the issues of recruitment, development and retention of teachers and address the problem of the unequal distribution of highly-qualified and highly-effective teachers.

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

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

Proposed Action Items:

Participating Universities: Will enroll, at the district's direction, the teachers in the course(s) most appropriate to their new assignment(s), supply the instructional support material, assign a subject-specific facilitator and mentor (practicing teacher of the subject), administer pre and post-tests, supply a certificate of successful completion (70% or better on the end-of-course exam, separate from the FTCE) a course awarding 60 hours of

credit (identifying the courses by the district specific component identifier number for the purpose of issuing credit for the teachers toward license renewal) to be applied through the district Master Inservice Program.

District: Will, as part of its effort to better prepare teachers for new assignments, link the *Expert Systems for Teachers*® series on its website professional development page with a note that the courses 1) meet the goals and objectives of the district MIP, 2) can be approved for license renewal and 3) a list of the courses with component identifier numbers. Also, to help the teachers with the university tuition, alert them to the availability of Federal Funds through Title 1, 2a, 3 or 5 through the district allocation.

We look forward to your reply that this is an acceptable addition to your MIP offerings and that you will help us toward the shared goal of a better prepared teacher in every classroom.

To discuss this practical solution email us at info@thetlf.org.