

SENATE STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

(This document is based only on the provisions contained in the legislation as of the latest date listed below.)

BILL: CS/SB 1286

SPONSOR: Education and Senator Dyer

SUBJECT: School System Personnel

DATE: April 15, 1999 REVISED: 4/19/99 _____

| | ANALYST | STAFF DIRECTOR | REFERENCE | ACTION |
|----|---------------|------------------|-----------|------------------------|
| 1. | <u>White</u> | <u>O'Farrell</u> | <u>ED</u> | <u>Favorable/CS</u> |
| 2. | <u>Hickam</u> | <u>Hadi</u> | <u>FP</u> | <u>Fav/1 amendment</u> |
| 3. | _____ | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ | _____ |

I. Summary:

This Committee Substitute creates a peer assistance and review program to be initially implemented in up to six school districts. The program requires a governing body, a process by which personnel are to be selected to act as consulting peer instructional personnel, and compensation and training for the consulting peer instructional personnel. These consulting peer instructional personnel are given responsibility to assist and review others who have the same area of expertise.

This bill creates section 231.315 of the Florida Statutes.

II. Present Situation:

Historically, the state provides annual funding for teacher training of over \$30 million, and federal funds provide an additional \$11 million. The 1998 Legislature created the Excellent Teaching Program to encourage Florida teachers to meet the rigorous certification requirements of the National Board for Professional Teaching Standards. Funded with \$12 million in 1998 and recommended for \$15 million in SB 2500 for 1999, this program pays for the majority of fees required for the certification process and adds an annual bonus to a successful teacher's salary.

Despite these state requirements, state funding, and state programs, most teachers say that the opportunities for professional development are fragmented, overly general, and weak on follow-through. A major finding of a 1997 Staff Development Evaluation Study conducted by the Department of Education is that, "The scale of staff development activity in Florida is enormous, but an effective, coordinated system of staff development does not exist."

Florida does not have a state-supported program to provide peer support to teachers, although research shows a high correlation between teacher satisfaction and professional development activities that are tailored to their classrooms, such as mentoring.

III. Effect of Proposed Changes:

The Committee Substitute under consideration creates s. 231.315, F.S., to require a peer assistance and review system for instructional personnel. The system is to be initially implemented in up to six school districts.

The bill defines peer assistance and review as a process in which highly skilled instructional personnel serve in a consulting role with their peers to improve the quality of classroom instruction. The highly skilled personnel are called "consulting peer instructional personnel" and are to be selected by other instructional personnel who recognize them as highly skilled practitioners.

The program requires a joint instructional personnel and school district governing body to review recommendations of the consulting peer instructional personnel. The program's provisions must be developed through the collective bargaining agreement between the teachers' association and the school district, and compensation and training must be given to the consulting peer instructional personnel. These consulting peer instructional personnel are given responsibility to assist and review others who have the same area of expertise.

The consulting peer instructional personnel are to retain their status within the employees' collective bargaining unit and are not considered administrative personnel.

At least one of the selected school districts must have less than 6,000 students and one must have more than 100,000 students. To be selected, a district must apply to the Department of Education by September 1, 1999, and must have attained an agreement between the teachers' association and the school district by that date. The department selects the districts by October 1, 1999.

The department will provide technical assistance to the selected districts and provide an assessment of their success by March 1, 2001.

IV. Constitutional Issues:**A. Municipality/County Mandates Restrictions:**

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Economic Impact and Fiscal Note:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

Personnel selected as “consulting peer instructional personnel” by their peers could earn more in annual salary, as negotiated in the collective bargaining agreement.

C. Government Sector Impact:

Up to six pilot projects would require school districts to negotiate for additional earnings for the consulting peer instructional personnel. The required amount would depend upon the number selected and the size of the districts.

The budget conference committee report does not include funding for model peer assistance and review programs.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Amendments:

#1 by Fiscal Policy:

Appropriates \$1 million from the General Revenue Fund to the Department of Education to Fund the model assistance peer review programs. (WITH TITLE AMENDMENT)