



Excellence in Teaching have started up five centers to pilot partnerships between schools and colleges of education.

Historically, the state provides annual funding for teacher training of over \$30 million, and federal funds provide an additional \$11 million. Private foundations, notably the Annenberg Foundation and the Carnegie Foundation, also have funded some initiatives. In most districts, the state and federal funding represents by far the major effort, with local funds provided in comparatively small amounts.

In January of 1999, the Education Standards Commission adopted the Subject Matter Content Standards for Teachers, a guide to align the content of professional development programs with the Sunshine State Standards for students. 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 progressive-sounding developments, 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." Another finding of that study is that, "Implementation of the effect of staff development on student achievement is virtually unstudied."<sup>1</sup>

The term used most often to describe the state of professional development for teachers today is, "a mile wide and an inch deep."

According to data prepared in February 1998 by The Education Trust, the following facts indicate the need to consolidate and intensify the preparation of teachers:

<b>Florida High School Demographics</b>	<b>High school classes taught by teachers lacking even a minor in the subject</b>
All high schools	19.9 percent
Low-poverty high schools	18.9 percent
High-poverty high schools	22.3 percent
Low-minority high schools	9.7 percent
High minority high schools	21.9 percent

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<sup>1</sup> Florida Department of Education. *The 1997 Staff Development Evaluation Study*, presented by Frank T. Brogan Commissioner, September 30, 1997.

Chapter 231, F.S., contains the majority of requirements for teachers and administrators of public schools, including state certification, continuing education through professional development, and qualifications for initial and continued employment in the public schools. Chapter 240, F.S., contains eligibility requirements for postsecondary education institutions that wish to prepare people for employment as teachers. Section 24.121, F.S., governs the Educational Enhancement Trust Fund, which contains the proceeds of the state's lottery games.

### III. Effect of Proposed Changes:

Senate Bill 1646 is an omnibus act that makes changes in a number of related statutes. For clarity, this analysis considers each section of the bill in turn with a brief statement of the present situation and the effect of the proposed changes to each one.

#### **Section 1: Teacher Quality** (Creates a new section of law.)

States an intent to raise standards for certifying professional educators, establish institutes to respond to needs for professional development, increase accountability for preparation of future educators, and increase accountability for evaluation of teachers.

Directs the Department of Education to review statutes and rules governing certification and to:

- Identify ways to increase responsiveness to the needs of educators,
- Recommend increases in the rigor of standards for initial and continuing certification including the use of technology,
- Provide alternatives in the certification process, and
- Evaluate the rigor of teacher assessment instruments and passing scores required for certification.
- Study the governance in states in which educators govern their own profession.
- Consider certification tests of teachers' general knowledge of science.

The Department of Education must submit its findings and recommendations to the Legislature and State Board of Education by January 1, 2000.

#### **Section 2: Withholding Lottery Funds** (Amends s. 24.121, F.S.)

##### PRESENT SITUATION:

Funds (lottery dollars) from the Educational Enhancement Trust Fund must be withheld from any school district in which a school does not have an approved school improvement plan or whose School Advisory Council does not have the required membership composition.

##### EFFECT OF PROPOSED CHANGES:

Lottery dollars will be also be withheld from any district that does not adopt and implement by June 30, 2002, the performance pay policy required by this bill.

#### **Section 3: Reporting Out-of-Field Teachers** (Amends s. 229.592, F.S.)

##### PRESENT SITUATION:

The Commissioner of Education may waive statutes in the Florida Education Code and related rules, with certain exceptions related to school funding, accountability, civil rights, and public safety and welfare. Section 231.095, F.S., may be waived. It requires school boards to report the number of teachers assigned to teach subjects out of their field of certification.

Recent research on the correlation of teacher preparation and student achievement found a significant improvement in student achievement in classes with teachers who had taken advanced courses in a content area and had done well in them. The correlation was not found when teacher preparation was judged by broader categories, such as having a content minor in a subject area. In other words, being “in field” may be better than being “out of field,” but it is too broad a category to be found related to student achievement.

EFFECT OF PROPOSED CHANGES:

Prohibits the commissioner from waiving the part of s. 231.095, F.S., that requires a report of out-of-field teachers.

**Section 4: School Board Duty to Adopt Performance Pay Policy** (Amends s. 230.23, F.S.)

PRESENT SITUATION:

For instructional personnel, the salary schedule must base a portion of each employee’s compensation on performance. According to a survey of school districts, all except six have some version of a performance-based pay plan. Of these, most have only the bonus for national board certification that is required by law and funded by the state. No school district currently bases 5 percent of the salary on performance.

EFFECT OF PROPOSED CHANGES:

By June 30, 2002, school boards are required to adopt a performance pay policy and base at least 5 percent of the salary of school administrators and instructional personnel on annual performance. The policy is subject to negotiation as provided in ch. 447, F.S. An employee who demonstrates outstanding performance must be allowed to earn 5 percent of his or her individual salary. The Commissioner of Education will verify district compliance and will withhold lottery funds from any non-complying district until the performance pay policy is adopted.

**Section 5: Qualifications of Personnel** (Amends s. 231.02, F.S.)

Corrects a reference to the Department of Health.

**Section 6: Principals and Assistant Principals** (Amends s. 231.0861, F.S.)

PRESENT SITUATION:

Candidates for principal and assistant principal are evaluated and certified based on competencies identified by the Florida Council on Educational Management. The Department of Education maintains a list of certified candidates who meet the council’s criteria. Although the council has not met for 3 years, the guidelines established are still in effect and the 19 competencies identified for principal certification are still used.

A district may contract with other school districts, agencies, associations, or universities to assess, evaluate, and train candidates selected from the department’s list. The council also established

criteria for the screening, selection, and appointment process. Council guidelines establish that school boards may submit to the commissioner proposed programs for training administrators and school-based managers, including principals, assistant principals, school site administrators, and potential candidates for employment in these administrative positions. The cost of the training programs is paid partially by the district and partially by the department.

**EFFECT OF PROPOSED CHANGES:**

Instead of the council establishing the guidelines for selection of assistant principals and principals, the State Board of Education will approve them by rule. School districts may contract with private entities for assessment, evaluation, and training of principals and assistant principals. The State Board of Education is required to approve criteria for selection of assistant principals and principals and to authorize school districts to contract with private entities for assessment, evaluation, and training.

**Section 7: Duties of Principals** (Amends s. 231.085, F.S.)

**PRESENT SITUATION:**

Public school principals have the following duties:

- Supervise operation and management of schools and property.
- Carry out rules of the school board related to administration, instructional leadership, making personnel recommendations to the superintendent, production of records and reports, administration of corporal punishment, and student suspension.

**EFFECT OF PROPOSED CHANGES:**

Principals are made responsible for performance of school personnel. They must faithfully apply a personnel assessment system approved by the school board. The school board must establish rules relating to a principal's duties. These will include instructional leadership in implementing the Sunshine State Standards and the overall educational school program.

**Section 8: Management Training Act** (Amends s. 231.087, F.S.)

**PRESENT SITUATION:**

The Management Training Act of 1981 provides the criteria, training programs, and requirements for becoming eligible to be a principal or manager in Florida public schools. This Act creates the Florida Council on Education Management, the Florida Academy for School Leaders, and the Center for Interdisciplinary Advanced Graduate Study.

**EFFECT OF PROPOSED CHANGES:**

Instead of the council, the State Board of Education must adopt rules for the training of school district management personnel. In section 8, the bill directs the Office of Program Policy Analysis and Governmental Accountability, in consultation with the Department of Education, to conduct a comprehensive review of the Management Training Act to determine its effectiveness and submit recommendations to the Legislature by January 1, 2000. The Management Training Act is repealed effective June 30, 2000.

**Section 9: Duties of Instructional Personnel** (Amends s. 231.09, F.S.)

**PRESENT SITUATION:**

Instructional staff of public schools perform duties established by rules of the local school board that relate to:

- Teaching efficiently and faithfully.
- Using prescribed materials and methods.
- Keeping records.
- Fulfilling the contractual terms, unless released from the contract by the board.

**EFFECT OF PROPOSED CHANGES:**

The primary duties of instructional personnel are to help students meet or exceed learning goals, state and local achievement requirements, and to master skills to graduate from high school and be prepared for postsecondary education or work. These duties apply to instructional personnel whether they teach or function in a support role. School board rules must specify that a teacher's duty is to help students master challenging standards and meet all state and local achievement requirements.

**Section 10: Teachers Teaching Out-of-Field** (Amends s. 231.096, F.S.)**PRESENT SITUATION:**

Each school district must have a plan to assist teachers teaching out-of-field and to give them priority for professional development.

**EFFECT OF PROPOSED CHANGES:**

School boards are required to adopt and implement a plan to ensure the competency of teachers with out-of-field teaching assignments. Out-of-field teachers must participate in a certification, staff development, or peer assistance program and the board must fund it. The assistance plans must prescribe duties for administrators and other teachers to help the out-of-field teacher provide high-quality instruction to students. Another section of this bill requires reports to parents regarding out-of-field teachers without exception.

**Section 11: Purpose of Instructional Personnel Certification** (Amends s. 231.145, F.S.)**PRESENT SITUATION:**

Legislative intent is that Florida certified school personnel possess the credentials, knowledge, and skills necessary to provide quality public school education. Certification requirements assure that educational personnel in public schools:

- Possess adequate pedagogical knowledge,
- Possess relevant subject matter competence, and
- Demonstrate an acceptable level of professional performance.

**EFFECT OF PROPOSED CHANGES:**

Legislative intent is to provide for high quality education and increased certification requirements to assure that educational personnel in public schools possess appropriate skills in reading, writing, and mathematics so as to demonstrate an acceptable level of professional performance.

The Department of Education must establish a competency requirement for a teacher's ability to use technology.

**Section 12: Positions for which Certificates Required** (Amends s. 231.15, F.S.)PRESENT SITUATION:

The State Board of Education may prescribe classes of service and rules for issuing professional, temporary, and part-time certificates. Each person employed as a school supervisor, principal, teacher, library media specialist, school counselor, paid athletic coach, or other instructional position in a public school must hold a certificate issued by the Department of Education under these rules. School nurses must have a state nursing license, and school physicians are required to hold a state medical license. School districts may employ non-certified instructional personnel to provide instructional services in the individuals' fields of specialty or to assist instructional staff members as education paraprofessionals.

Sometimes the State Board of Education adds to the requirements for certification a specific number of clock hours of classroom instruction. People who possess the competencies but who learned them through another method must complete the redundant coursework. Also, affected postsecondary education institutions wish to have advance notice of changes in certification requirements so they can adjust their course requirements or counsel students to take the newly required courses.

EFFECT OF PROPOSED CHANGES:

The rules must allow professional educators to add areas of certification to a professional certificate without completing all the required courses if the certificate holder attains a passing score on an examination of competency in the subject area to be added and provides evidence of at least two years of satisfactory evaluations that considered performance.

The bill specifies subject areas for which the State Board of Education must establish alternative to college-credit or clock hours for initial certification. They are assessment, communication, critical thinking, human development and learning, classroom management, planning, technology, diversity, teacher responsibility, code of ethics, and continuous professional improvement.

If the state board requires a specific number of clock hours of classroom instruction for initial certification, the state board must specify the minimum competencies the applicant must demonstrate to substitute competencies for clock hours. The educational institution that provided the instruction must certify the demonstration.

Before changing training requirements related to entry into an education profession under s. 231.15, F.S., the State Board of Education must consult with the applicable postsecondary education boards. The boards must be allowed to provide advice regarding the impact of the proposed changes on time necessary to complete the training program and fiscal impact.

By July 1, 2000, teachers who wish to earn a temporary certificate will be required to demonstrate mastery of ability to use technology for classroom instruction.

**Section 13: Eligibility and Certification** (Amends s. 231.17(3)(c), (4), (5), and (8), F.S.)PRESENT SITUATION:

A temporary certificate allows applicants to teach while completing requirements for the professional certificate. The temporary certificate is a non-renewable 2-year certificate, but it may be re-issued under certain circumstances. To qualify for a temporary certificate, the applicant must have a valid statement of eligibility and:

- Submit a completed Florida Department of Law Enforcement and FBI fingerprint check to the Department of Education;
- File a written statement under oath to subscribe to and uphold the principles of the Constitutions of the United States and the State of Florida;
- Be at least 18 years of age;
- Document the receipt of a bachelor's degree or higher degree from an accredited college or a degree program validated according to State Board of Education rules;
- Have a 2.5 grade point average on a 4 point scale in the major field of study;
- Meet academic and professional requirements based on credentials certified by standard institutions of higher learning;
- Be competent and capable of performing the duties, functions, and responsibilities of a teacher; and
- Be of good and moral character.

To obtain a professional certificate, the applicant must meet requirements for a temporary certificate and demonstrate mastery of 15 minimum competencies, including:

- General knowledge, including the ability to read, write, and compute (demonstrated by passing the College Level Academic Skills Test [CLAST], portions of the National Teachers Examination or an alternative test approved by the State Board of Education).
- Professional skills and knowledge of the standards of professional practice.
- Subject matter expertise in each area for which certification is sought (demonstrated by completing required coursework and/or passing subject area examinations for each area of specialization determined by the State Board of Education).
- Use appropriate technology.
- Certain social problem competencies, such as recognizing child abuse and drug abuse indicators.

The State Board of Education specifies by rule the examination scores required for a professional certificate and certain temporary certificates. The rules must provide an alternative method -- rather than passing CLAST -- for an applicant to demonstrate mastery of general knowledge. The alternative method is available only to applicants who completed all prerequisites except that they failed a specific subtest of the CLAST at least four times. The superintendent of the employing school district reviews the applicant's transcript and recommendations from the applicant's principal, peer teacher, and district-level supervisor and then notifies the Commissioner that the applicant has demonstrated mastery of the subject area subtest through experience and academic performance, though not through a test.

#### EFFECT OF PROPOSED CHANGES:

The bill expands requirements for receipt of a **temporary certificate** on or after July 1, 2000, to include a demonstrated mastery of general knowledge, including the ability to read, write, compute. Section 12 of the bill amends s. 231.15, F.S., to require teachers by that date to demonstrate the ability to use technology for instruction to earn a temporary certificate.

The bill expands the 15 minimum competencies for **professional certificates** to include the ability to:

- Comprehend and work with algebra.
- Know how to work with students who have signs of drug abuse and know how to seek assistance to prevent further abuse (rather than “apply counseling techniques”).
- Integrate as well as use appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.
- Know and understand the Sunshine State Standards.
- Know and be skillful in managing student behavior inside and outside the classroom, including techniques for preventing and responding to incidents of disruptive or violent behavior.
- Develop and administer classroom assessment instruments.
- Recognize signs of difficulty with reading and to apply appropriate measures to improve.
- Use technology in managing, evaluating, and improving instruction.
- Collaborate positively with students’ families.

Beginning July 1, 2000, all applicants for a professional certificate must demonstrate their mastery of general knowledge by passing the CLAST, corresponding tests from the National Teachers Examination series, or a similar test required by State Board rule. The alternative for applicants who failed the CLAST at least four times will be eliminated on that date. All required tests may be taken prior to graduation.

**Section 14: Student-Teachers** (Amends s. 231.1725, F.S.)

PRESENT SITUATION:

The 1997 Legislature repealed a statute that provided the same protection of laws for student-teachers as that accorded certified educators.

EFFECT OF PROPOSED CHANGES:

Reinstates the protection of laws (except for the right to bargain collectively) for students jointly assigned by an institution of higher education and a school board to perform a clinical field experience under the direction of a certified educator.

**Section 15: Alternative Preparation Programs** (Amends s. 231.174, F.S.)

PRESENT SITUATION:

A district may design alternative teacher preparation programs for teachers to add additional coverage to their certificates, but only for areas of critical teacher shortage or exceptional education, which has historically been an area of critical teacher shortage. The programs are reviewed and approved by the Department of Education to assure competency in the subject area.

EFFECT OF PROPOSED CHANGES:

The areas for which districts may design alternative preparation programs will not be limited to those with a critical shortage of teachers.

**Section 16: Assessment Procedures and Criteria** (Amends s. 231.29, F.S.)

**PRESENT SITUATION:**

Superintendents must establish procedures for assessing the performance of the district's instructional, administrative, and supervisory personnel. The employee's supervisor must conduct the assessment and include criteria based on observable indicators of ability to: maintain appropriate discipline, master subject matter, plan and deliver instruction, evaluate instructional needs, communicate with parents, and any other professional competencies the school district wants. Each district's performance assessment system must be approved by the Department of Education. The district school board must review and approve substantial revision of this assessment system.

All district instructional personnel must be evaluated by their supervisors at least once a year. Employees must be fully informed of assessment criteria and procedures prior to the assessment, must be given a written report of the evaluation within 10 days after the assessment, and must be notified of the performance deficiencies in writing and be given certain opportunities to improve. These annual performance assessments are tied to the renewal or termination of employment contracts.

**EFFECT OF PROPOSED CHANGES:**

The bill adds school administrators to personnel subject to the assessment procedure. The assessment of administrators and instructional personnel must be primarily based on the performance of their students, as appropriate. Student performance must be measured by the state assessments in subjects for which the state provides an assessment instrument -- currently, the mathematics and reading measured by the Florida Comprehensive Assessment Tests, and writing measured by Florida Writes. For other subjects and grade levels, local assessments may be used.

The bill requires the superintendent to review the performance evaluation of a teacher with an unsatisfactory rating assigned to a school with grade *D* or *F*. It also requires conditions of probation for the teachers to include passing an appropriate test.

**Section 17. Rulemaking Authority** (Amends s. 231.36, F.S.)**PRESENT SITUATION:**

The Administrative Procedures Act requires the Legislature to be specific about the subjects and purposes of rules state agencies may adopt. Section 231.36, F.S., provides for dismissal of school instructional staff, supervisors, and principals. The Department of Education had already adopted rules to define the conditions under which these employees may be dismissed when the Administrative Procedures Act required the additional specificity.

**EFFECT OF PROPOSED CHANGES:**

Authorizes the Department of Education to adopt rules specifically to define instances of misconduct that justify suspension or dismissal of instructional staff, supervisors, and principals.

**Section 18: Education Standards Commission** (Amends s. 231.546, F.S.)**PRESENT SITUATION:**

The Education Standards Commission is required to recommend to the State Board of Education standards relating to a number of programs and policies for educational personnel, including

teacher interns. These include standards for certification and certification extension and improvement and maintenance of competencies.

**EFFECT OF PROPOSED CHANGES:**

The word “high” is added to describe the standards recommended to the State Board of Education. The standards must be consistent with the state’s duty to provide a high-quality system of public education to all students.

**Section 19: School Community Professional Development** (Amends s. 231.600, F.S.)

**PRESENT SITUATION:**

The School Community Professional Development Act requires the Department of Education, public community colleges and universities, school districts, and public schools to collaborate to establish a coordinated system of professional development for educators. The implementing activities must:

- Increase the success of educators in guiding student learning and development to implement state and local education initiatives.
- Assist the school community in developing in school children the dispositions that will motivate them to be active learners.
- Provide continuous support rather than temporary intervention for improving performance of teachers and others who assist children in learning.

Each district school board must consult with teachers and representatives of college and university faculty, community agencies, and other interested citizen groups to establish policies and procedures to guide the operation of the district’s professional development program. Each professional development system must:

- Require schools to identify student needs for improved professional performance, and assist schools in making these identifications;
- Provide training and other professional development appropriate to accomplish district-level and school-level improvement goals and standards;
- Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.

**EFFECT OF PROPOSED CHANGES:**

The bill expands the purpose of the professional development system to include enabling the school community to meet state and local student achievement standards and the state education goals. The professional development system has the following new requirements:

- Increase success of educators to implement state and local educational standards, goals, and initiatives.
- Provide stimulating educational activities rather than develop children’s dispositions to enable them to become active learners. In addition to enabling children to be active learners, the system must enable them to achieve at the highest levels.
- Provide temporary intervention as well as continuous support if education professionals need improvement in knowledge, skills, and performance.

The following requirements are added to the professional development system: principals and schools must use student achievement data, school discipline data, school environment surveys,

assessments of parental satisfaction, and other performance indicators to identify school needs. Distance learning and technology must be used to reach more educators at lower costs. To eliminate ineffective programs and expand effective ones, the system must continuously evaluate quality and effectiveness.

A district school board may still contract with independent entities for professional-development services if the school board believes that a contract would yield a better product or better meet its goals.

For teachers and administrators with less-than-satisfactory evaluations, school boards may specify a professional development program.

**Section 20:** (Amends s. 236.08106, F.S.):

PRESENT SITUATION:

The 1998 Legislature created the Excellent Teaching Program to encourage Florida teachers to seek certification by the rigorous National Board of Professional Teaching Standards (NBPTS). The 1998 Legislature appropriated \$12 million to assist teachers with the cost of preparing their portfolios and paying the certification fee, and then to pay them annual salary bonuses if they earn a national certificate, continue teaching in Florida public schools, and mentor other teachers. The portfolio assistance is \$150 and the state will pay a maximum of \$1,800 toward each teacher's certification fee.

The law also provides an incentive to school districts to assist the teachers. The required incentive is 50 percent of the teacher bonuses and must be used for professional development of teachers.

Over 1,700 of the state's teachers are seeking NBPTS certification. If they achieve it, or if they fail to achieve it but continue teaching for a year or more, they will not be required to pay back the certification fee. But if they drop out of the program or fail, and also resign from their teaching job, they must pay back the certification fee. With such a large number of teachers attempting certification, the Department of Education is concerned about collecting the repayments. Also, the enthusiastic response to the program makes it unnecessary to provide an incentive for school districts to encourage their teachers to participate.

EFFECT OF PROPOSED CHANGES:

The bill will delete the incentives paid to school districts. It authorizes the state to withhold a portion of the wages of public employees who default on required repayment of their NBPTS certification fees of \$1,800 per teacher.

**Section 21: Teacher Preparation Programs** (Amends s. 240.529, F.S.)

PRESENT SITUATION:

Admission to a College of Education

To be approved by the Department of Education, a college of education must require its students to meet one of the following prerequisites for admission:

1. Achieve a passing score at the fortieth percentile or above on a nationally standardized college entrance exam,

2. Earn a GPA of 2.5 for the general education component of undergraduate studies; or
3. Complete requirements for baccalaureate degree from an accredited college or university.

The State Board of Education must provide by rule for a waiver of these requirements, but at least 90 percent of the students must meet one of the three statutory requirements.

#### Field Experience in the Classroom

All postsecondary instructors, school district personnel, instructional personnel, and school sites preparing instructional personnel through preservice field experience and internships must meet special requirements. All instructors in postsecondary teacher preparation programs with responsibility for preservice field experience or internships must have either specialized training in clinical supervision, a valid professional teaching certificate, or at least 3 years of successful teaching experience. In lieu of those requirements, these instructors may make a commitment to spend periods of time, specified in State Board of Education rules, teaching in public schools.

All school district personnel and instructional personnel who supervise or direct teacher preparation students must have evidence of “clinical educator” training. The Education Standards Commission recommends, and the State Board of Education approves, training requirements.

#### Continued Approval of Colleges of Education

In 1997, the Legislature required the Department of Education, in collaboration with the departments and colleges of education, to develop procedures for continued program approval based on continuous improvement of program processes and graduates’ performance. Section 240.529, F.S., makes continued program approval contingent upon 80 percent of the program’s graduates passing specified written examinations for certification and authorizes the State Board to approve additional criteria developed by the Education Standards Commission. The State Board, through rule 6A-5.066, Florida Administrative Code, adopted these five standards for continued program approval:

1. Graduates must demonstrate the 12 educator accomplished practices at the preprofessional level as described in the institutional evaluation plan.
2. Eighty percent of the students in each program must pass the CLAST and the professional education and subject matter subtests of the Florida Teacher Certification Examination.
3. The program must include all components mandated by s. 240.529, F.S.
4. The diversity of the program’s student enrollment must, over each 5-year period, increase in both the number of minority students and the number of students in under represented groups appropriate to an institution's mission.
5. Ninety (90) percent of the program graduates who complete their first year of teaching will be rehired or in the case of downsizing will be eligible for rehiring.

In 1997-98, each department or college of education developed and submitted plans to the department for evaluating their success in meeting these standards. This academic year marks the first year of data collection for these evaluations.

#### EFFECT OF PROPOSED CHANGES:

##### Legislative Intent

The bill revises legislative intent to establish a system that is accountable for producing graduates with competencies and skills necessary to achieve the state education goals; help students meet

high standards for academic achievement; maintain safe, secure classroom learning environments; and sustain school improvement and accountability.

#### Admission to a College of Education

The bill removes the option of qualifying for admission by earning a certain score on a college entrance examination and adds an additional requirement. Each student will be required to:

- Have a 2.5 GPA for general education component, or have a baccalaureate with a 2.5 GPA; **and**
- Demonstrate mastery of general knowledge by passing CLAST or a similar test. This demonstration will be required for admission in the 2000-2001 academic year and thereafter.

The State Board of Education is no longer required to adopt rules for waiving these requirements, but may do so. As currently required, only 10 percent of students may be admitted with a waiver. The bill requires programs to implement strategies to ensure that students admitted under a waiver receive assistance.

#### Field Experience in the Classroom

The bill eliminates one of the ways a person can qualify to supervise teacher-interns or teach field experience courses. Instructors will not be qualified because of a commitment to spend periods of time teaching in the public schools. Instead, they will need training in clinical supervision, a teaching certificate, or 3 years teaching experience.

The bill adds a requirement that these instructors must successfully demonstrate effective classroom management strategies that consistently result in improved student performance.

The bill authorizes lengthening the field experience to provide more time for learning classroom management strategies, incorporating technology, and linking instructional plans to the Sunshine State Standards.

#### Continued Program Approval

The bill adds the following criteria for continued program approval:

- Beginning July 1, 2000, employer satisfaction must be demonstrated. The Department of Education must annually administer a survey instrument to schools that employ graduates of the program, and the rating must be at least satisfactory.
- Beginning in 2000-2001, annual reports of program performance must be in the institution's student catalogue. These reports must include measures for:
  - The quality of students -- their mean GPA and average score on the College Level Academic Skills Test (CLAST) or other test of general knowledge.
  - Graduation rates.
  - Time-to-graduation data.
  - Ability of graduates to perform at pre-professional and professional levels and demonstrate competencies required for certification and subject area specialization. These competencies are measured by tests.
  - Percentage of graduates rehired to teach after the first year.
  - Percentage of graduates remaining in teaching for at least 4 years.
  - Satisfaction of graduates.
  - Results of the employer satisfaction survey.

The bill requires the commissioner to appoint a Teacher Preparation Program Committee to recommend core curricula for teachers. The State Board of Education must adopt rules that establish uniform core curricula for each state-approved teacher preparation program.

It also requires colleges of education to have standards designed to prepare teachers to instruct students in the use of technology.

**Section 22: Statewide System for Inservice Professional Development** (Creates 231.6135, F.S.)

PRESENT SITUATION:

The responsibility for operating programs for preservice and inservice teacher education is divided among the colleges and universities, the district school boards, and practicing educators. Six regional area centers conduct various types of professional development programs using a combination of local, state, and federal funds.

In addition, there are five Florida Academies for Excellence in Teaching:

- The Dade Academy for Excellence in Teaching, a 3-year old operation focusing on literacy and operated in two elementary schools and one middle school in Dade county.
- The Genesis Academy for Teaching Excellence, a 5-year old partnership between Florida Atlantic University and eight schools.
- The Southwest Florida Teacher Education Council Academy for Excellence in Teaching, a 1997 partnership between the teacher education council in Lee County and the Florida Gulf Coast University.
- The Pasco/USF/ Hillsborough Academy for Excellence in Teaching, a 6-year old partnership between the University of South Florida and Pasco County School District.
- The Suncoast Academy for Teacher Induction, a 3-year old collaboration among Pinellas County Schools, the University of South Florida, and Florida A & M University.

The Department of Education funded these academies in 1997-98 and 1998-99 from federal Goals 2000 funds. The 1999-20000 Legislative Budget Request of the Department of Education requested a total of \$5.5 million in General Revenue for these academies. As of this date, the proposed budget does not contain an appropriation specifically for them.

EFFECT OF PROPOSED CHANGES:

Establishes a statewide system for in-service professional development to consist of a network of academies in each region of the state.

The Commissioner will allocate funds appropriated for the academies unless otherwise provided in the General Appropriations Act. To be eligible for startup funds, an academy must:

- Be established by at least one district school board, members of the business community, and postsecondary education institutions. College credits may be awarded.
- Demonstrate the ability to provide high-quality trainers and training and appropriate follow up and coaching to improve student performance.
- Be operated under contract with public partners, governed by an independent board of directors including as members: at least one superintendent and one school board chair, the

president of the collective bargaining unit representing the majority of the region's teachers, and three others who are not employees or elected or appointed officials of the district.

- Be financed during the first year by an equal or greater match from private funding sources and demonstrate the ability to be self-supporting within 1 year.
- Own or lease a facility to deliver training on-site and through distance learning and other technology-based delivery systems.
- Provide professional development services for participating school districts and provide professional development services to other school districts, private schools, and individuals on a fee-for-services basis.

The existing Florida Academies for Excellence in Teaching do not meet all of these requirements - only the postsecondary education partnership is common to them all. To be eligible for state funding under this section of the bill, the existing academies would have to make adaptations in organizational structure, raise matching funds from private sources, and become self-supporting within one year.

**Section 23: Purposes, Intent for Inservice Training** (Repeals s. 231.601, F.S.)

Repeals provisions relating to the purpose of inservice training for instructional personnel. These provisions were consolidated by the bill's revision of s. 231.600, F.S.

**Section 24. Effective Date: July 1, 1999.**

**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:

People seeking professional educator certification under s. 231.17, F.S., must demonstrate the new competencies specified in the bill. Approved teacher preparation programs that

choose to require a passing score as a prerequisite for admission may be subject to the changes in s. 240.529(3)(b), F.S. Instructors in postsecondary teacher preparation programs who instruct or supervise field experience courses or internships will no longer have the option of meeting the special requirements in s. 240.529(5)(a), F.S., through a commitment to teaching in the public schools. Other school district personnel and instructional personnel who supervise or direct teacher preparation students during field experience courses or internships will be subject to the new requirements in s. 240.529(5)(b), F.S.

**C. Government Sector Impact:**

In SB 2500, specific appropriation 52 would provide \$5.86 million for teacher professional development. Specific appropriation 117B would provide \$34 million for needs-based instructional personnel inservice training that focuses primarily on subject matter content, teaching methods related to the Sunshine State Standards, assessment, data analysis, classroom management, and school safety. To receive these funds, principals must implement individual performance development plans for all instructional personnel. This appropriation also provides \$363 thousand for training of superintendents and district leaders.

Specific Appropriation 54A of SB 2500 would appropriate \$10 million for the professional development academies and require a cash match from private sources. To draw down state dollars, an academy must raise at least \$1 million. The maximum in private dollars that will be matched is \$2.5 million.

Also in SB 2500, the Excellent Teaching Program is funded at \$15 million (specific appropriation 126A).

The Department of Education will incur the expense and workload of developing and administering a test of teacher competency in the use of technology for instruction.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

Until 1997, all students in public postsecondary education institutions in Florida had to pass the College Level Academic Skills Test (CLAST) to enroll in upper-division courses or graduate. The 1997 Legislature authorized two alternatives to CLAST. Under this bill, the only students who will be required to take CLAST will be students who wish to be admitted to an education program in the upper division. CLAST is a prerequisite for state certification of educators.

**VIII. Amendments:**

None.

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This Senate staff analysis does not reflect the intent or official position of the bill's sponsor or the Florida Senate.

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