

SENATE STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

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

BILL: CS/SB's 1032, 2418, & 2496

SPONSOR: Education Committee, Senators Lynn and Atwater

SUBJECT: Educational Leadership

DATE: April 17, 2003

REVISED: 04/22/03

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	deMarsh-Mathues	O'Farrell	ED	Fav/CS
2.	Wilson	Wilson	GO	Fav/1 amendment
3.			FT	
4.			AED	
5.			AP	
6.				

I. Summary:

The bill:

- includes additional provisions for teachers and school bus drivers to enforce discipline;
- requires school districts to present a plan to the State Board of Education (by September 1, 2004) for compensation of beginning classroom teachers;
- provides a policy framework that designates categories of classroom teachers to develop differentiated salary levels;
- requires the State Board of Education to convene a Statewide Advisory Council of teachers and other stakeholders to develop a long-range plan to implement a differentiated pay model for teachers in the 2005-2006 academic year;
- revises the existing Critical Teacher Shortage Student Loan Forgiveness Program;
- provides for changes to teacher certification requirements;
- creates the Fast Track Educator Certification Program, an accelerated educator preparation and certification program for mid-career professionals, dislocated professionals, and others who want to teach in Florida;
- allows teacher education pilot programs for high achieving students to be authorized by the Commissioner of Education at colleges and universities with state-approved teacher education programs;
- allows the Commissioner of Education to waive rules for state approval of teaching preparation programs to allow institutions to use innovative techniques, while still being held accountable for providing competent graduates; and
- provides for principal leadership designations.

The bill creates ss. 1000.041, 1012.231, 1012.561, 1012.586, and 1012.987, F.S., and two undesignated sections of law. Also, the bill substantially amends ss. 1001.33, 1001.42, 1001.51,

1001.54, 1002.20, 1002.42, 1003.04, 1003.31, 1003.32, 1004.04, 1006.08, 1006.09, 1009.59, 1012.05, 1012.27, 1012.56, 1012.57, 1012.585, 1012.73, and 1012.98, F.S.

The bill provides an effective date of upon becoming a law.

II. Present Situation:

Florida's Teacher Workforce

Florida's total teacher workforce for the 2001-02 school year was approximately 136,900 teachers. Of this number, almost 14,400 were new teachers. Current estimates for the number of teachers needed in the 2003-04 school year do not include the impact of the constitutional amendments requiring class size reductions and universal prekindergarten for 4-year olds.

In Florida, eleven percent of new teacher education graduates who began teaching in FY 1995 had left the state's public school classrooms by FY 2001. According to the Southern Regional Education Board, other southern states report that from 12 to 20 percent of teachers in their first year of teaching leave the classroom. Other national studies report as high as 30 percent of beginning teachers leaving the field within five years of starting their careers.

Teacher Recruitment and Retention

Under s. 1012.07, F.S., the State Board of Education must annually adopt rules for teacher shortage areas and high priority location areas. School grade levels may be designated as these areas.¹ The Florida Department of Education's responsibilities for teacher recruitment and retention include concentrating on the recruitment of qualified teachers and developing a long-range plan for teacher recruitment and retention, in consultation with school district staff. The department's recruitment initiatives include TeachinFlorida that allows school districts to post on-line vacancies and provides mentoring for new and early career teachers through a cadre of "e-mentors."

The law (s. 1012.42, F.S.) requires school districts to assist teachers who are teaching out-of-field. Also, experienced peer mentors must be provided for participants in the alternative certification program and for adjunct certificateholders during the first year of their teaching experience.

Legislative strategies to retain Florida teachers include:

- Providing financial support for beginning teachers in the form of both scholarships to take classes for professional certification and to fund student loan forgiveness programs; and
- Providing targeted appropriations to train and retain current teachers in areas of critical teacher shortages; and

¹ The State Board of Education has adopted the following critical teaching shortage areas for 2003-2004: middle and high school level mathematics and science; reading; exceptional student education programs (ESE) serving students with disabilities; English for speakers of other languages (ESOL); foreign languages; school psychologists; technology education/industrial arts; and endorsement areas in severe disabilities, autism, orientation/mobility, prekindergarten handicapped, and gifted.

- Initiating statutory programs to assist school districts in retaining teachers.

Additional teacher recruitment and retention efforts are currently underway in Florida by the Department of Education and through the State Board of Education's strategic imperatives. As well, the Council for Education Policy Research and Improvement (CEPRI) and the Office of Program Policy Analysis and Government Accountability (OPPAGA) are conducting related studies. As a part of the best financial management practices for district school boards, OPPAGA developed indicators for personnel systems and benefits that include mentoring programs.²

The Senate Committee on Education's interim report (2003-121) on first-year teacher retention noted that researchers and teacher retention experts identified the following as effective activities to reduce turnover in the profession:

- Quality teacher mentoring programs.
- Induction programs, including support teams that focus on the beginning teacher.
- Improving teacher skill, confidence, and efficiency through better opportunities for training and professional development.

State-approval of postsecondary teacher preparation programs

Part I of chapter 1004, F.S., establishes the general provisions for public postsecondary education. The law establishes the requirements for initial and continued approval of postsecondary teacher preparation programs. The State Board of Education is charged with adopting rules for uniform core curricula of each state-approved program. Current law (s. 1004.04, F.S.) also provides for preservice field and internship experiences, pilot programs for students, standards of excellence, national board standards, and articulation agreements with community colleges.

Pilot Programs

The law (chapter 2001-47, L.O.F.) requires teacher education pilot programs for high achieving students to be established at the University of Central Florida, the University of North Florida, and the University of South Florida. This provision is codified as s. 1004.04(10), F.S.

Educator Certification

Subpart C of part III of chapter 1012, F.S., provides employment requirements for instructional and noninstructional personnel. Subpart D relates to public school educator certification. Section 1012.56, F.S., provides for eligibility criteria, mastery of general and subject area knowledge, mastery of professional preparation and education competence, the types and terms of certification, as well as examinations. Other provisions of law provide for the certification of teachers under s. 1012.56(7)(a), F.S. (the competency-based alternative certification preparation program), and the certification of adjunct educators by district school boards.

The State Board of Education must designate the certification subject areas and certification requirements for all school-based personnel, as well as adopt rules for the department to issue professional, temporary, and part-time certificates to qualified applicants. The Department of Education is responsible for initial certification of eligible applicants. The department must issue

² *Best Financial Management Practices With Their Associated Indicators, Self Assessment, Personnel Systems and Benefits* (#3.g.): Office of Program Policy Analysis and Government Accountability, adopted pursuant to s. 1008.35, F.S., June 2002.

a certificate or statement of eligibility status within 90 calendar days after receipt of the completed application. The law allows the State Board to adopt rules authorizing district school boards to employ selected personnel who are not certified.

Individuals with a valid certificate from another state and who meet Florida's eligibility criteria may meet the mastery of knowledge (general and subject area) and professional preparation and education competence by:

- Holding a valid standard teaching certificate from another state that requires an examination of mastery of general or subject area knowledge or an examination of mastery of professional education competence;
- Holding a valid standard teaching certificate from another state and a valid certificate from the National Board for Professional Teaching standards; or
- Holding a valid standard teaching certificate from another state and documentation of 2 years of continuous successful teaching or administrative experience during the 5-year period immediately preceding the date of the application for certification.

Individuals from other states are exempt from the examination requirements in s. 1012.56(3),(4), and (5), F.S., if the other state requires an examination of mastery of general or subject area knowledge or an examination of mastery of professional education competence.

The Commissioner's role in the certification process is limited to the provisions of s. 1012.56(14), F.S., for making decisions regarding an applicant's certification under extenuating circumstances not otherwise established in law or by rule. However, an applicant approved for certification by the Commissioner must still possess the necessary credentials, knowledge, and skills.

Renewal of Certification

Section 1012.585, F.S., provides for the renewal of state-issued professional certificates by district school boards.

Interstate Compact on Qualifications of Educational Personnel

Current law (part VI of chapter 1012, F.S) provides a framework for an interstate compact to facilitate the movement of teachers and other personnel among member states. The Commissioner of Education is the "designated state official" for certain purposes of the agreement and the Commissioner of Education may enter into certain contracts only with the approval of the State Board of Education.

According to the Florida Department of Education, these provisions serve as the authority for an existing contract between Florida and other members of the National Association of State Directors of Teacher Education and Certification (NASDTEC).³ The association represents professional standards boards, commissions and state departments of education in all 50 states, the District of Columbia, the Department of Defense Dependent Schools, the U.S. Territories, New Zealand, and British Columbia. The members are responsible for the preparation, licensure and discipline of educational personnel in their respective jurisdictions.

³ The Department of Education noted that Florida has agreements with 40 other states, under the authority in s. 1012.99, F.S.

Under the contract, receiving states may impose certain special requirements which must be met. Member states must notify the NASDTEC Educator Information Clearinghouse immediately upon denial, suspension, revocation, or surrender of an educator's certificate. If certification is subsequently reinstated, timely notice to the Clearinghouse is required.⁴

Disciplinary Action/Denial of Certification

Current law (s. 1012.795, F.S.) provides grounds for disciplinary action and authorizes the Education Practices Commission to take disciplinary action against certificate holders. Section 1012.56(10), F.S., authorizes the department to deny a certificate to an applicant if he or she has committed an act or if a situation exists that would result in certificate revocation by the Education Practices Commission. However, the department's decision to deny a certificate is subject to review by the Commission, upon written request of the applicant.

Duties of Public School Personnel

Chapter 1001, F.S., and other provisions of law establish the duties of district school boards, district superintendents, and principals. The responsibilities for the district school board are contained in s. 1001.42, F.S., and include designating positions to be filled, prescribing qualifications for those positions, and providing for the appointment, compensation, promotion, suspension, and dismissal of employees, subject to the requirements of ch. 1012, F.S. The board must adopt a salary schedule under the provisions of s. 1012.22(1)(c), F.S. Under s. 1012.27, F.S., the district school superintendent is responsible for recommending to the district school board a salary schedule and the positions that need to be filled.

Student Conduct and Discipline

Current law for student conduct and parental involvement provides a legislative goal for students to attend school and comply with the student code of conduct. District school boards are required to adopt a code of student conduct for elementary, middle, and high schools and provide it to teachers, parents, students and others at the beginning of every school year. The law (s. 1003.31, F.S.) prescribes the circumstances under which students are subject to the control of the school and school personnel. School boards are required (s. 1006.13, F.S.) to develop a policy for the reporting of delinquent acts and crimes occurring when and where students are under the control of the district school board. As well, the law (s. 1003.32, F.S.) addresses the authority of teachers and others to remove a student from the classroom.

Other

Organizations of private schools (those with fewer than 10 member schools) may file a professional development system with the Department of Education under s. 1002.42, F.S.

Chapter 1012, F.S., defines the term "instructional personnel" to include classroom teachers, guidance counselors, librarians, media specialists, and paraprofessionals.⁵

⁴ <http://www.nasdtec.org/about.tpl>

⁵ Classroom teachers are staff members assigned the professional activity of instructing students in courses in classroom situations, including basic instruction, exceptional student education, career and technical education, and adult education, including substitute teachers.

III. Effect of Proposed Changes:

Section 1. Creates the BEST Florida Teaching Act of 2003.

Section 2. Creates s. 1000.041, F.S., the Better Educated Students and Teachers (BEST) Florida Teaching Act of 2003 and provides for legislative purposes, guiding principles, and support.

Section 3. Amends s. 1001.33, F.S., to require cooperation of school and district personnel in applying specific guiding principles.

Section 4. Amends s. 1001.42, F.S., to require district school board support of guiding principles and the authority of teachers and school bus drivers to remove certain students from the classroom and the school bus.

Section 5. Amends s. 1001.51, F.S., to require cooperation and support from district school superintendents for the guiding principles and the authority for teachers and school bus drivers to remove certain students from the classroom and the school bus.

Section 6. Amends s. 1001.54, F.S., to require cooperation and support from school principals for the guiding principles and the authority for teachers and school bus drivers to remove certain students from the classroom and the school bus.

Section 7. Amends s. 1002.20, F.S., to provide for student and parental rights with respect to an orderly and disciplined classroom.

Section 8. Amends s. 1002.42, F.S., to change a cross-reference.

Section 9. Amends s. 1003.04, F.S., to require student conduct and parental cooperation with school and district authority for the removal of disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students. Public school students must attend school and comply with the code of student conduct. This provision of law is no longer a goal.

Section 10. Amends s. 1003.31, F.S., to require support for the authority of teachers and bus drivers to remove certain students from the classroom and the school bus.

Section 11. Amends s. 1003.32, F.S., to revise provisions relating to the teacher's authority and responsibility for the control of students. Teachers and other instructional personnel may permanently remove a student from their classrooms. The bill broadens their authority under this provision to press charges for crimes committed on school property, during school transportation, or during school sponsored activities.

The bill changes the disciplinary process under this provision. When a teacher sends a student to the principal's office to maintain order in the classroom, he or she may recommend an appropriate consequence, consistent with the student code of conduct. The principal may either apply the teacher's recommended consequence or a more serious disciplinary action, if warranted by the student's disciplinary history. Prior to taking disciplinary action, the principal

must consult with the teacher, if he or she determines that a lesser disciplinary action is appropriate. The bill deletes the requirement for the principal's discipline management techniques to be consistent with the student code of conduct.

The bill renames the review committee as the school placement review committee and changes the committee membership. This committee determines the student's placement when the teacher withholds consent for the student to return to the classroom. The teacher may appeal a decision of the placement review committee to the district school superintendent.

Also, the bill requires principals to report to the school district superintendent and school board on incidents involving a teacher's withholding of consent. The superintendents must report this information to the Department of Education. The bill requires an annual review by the Commissioner of Education of not only school district compliance, but also district success in achieving orderly classrooms. The Commissioner must use all appropriate enforcement action, including withholding disbursements from the Educational Enhancement Trust Fund until full compliance is verified.

Teachers or other staff members who know or have reason to suspect that a person has committed or has made a credible threat to commit a violent crime on school property must report this knowledge or suspicion in accordance with s. 1006.13, F.S. School district superintendents and principals must support this good faith reporting requirement. Persons making good faith reports are immune from civil or criminal liability.

Section 12. Amends s. 1004.04, F.S., to revise provisions relating to state approval of teacher preparation programs. The State Board of Education is charged with attaining a system for development and approval of teacher preparation programs.

The State Board of Education rules for uniform core curricula for teacher preparation programs are expanded to incorporate instruction in the following areas: a State Board of Education identified foundation in scientifically researched, knowledge-based reading literacy and computational skills acquisition; classroom management; school safety; professional ethics; educational law; human development and learning; and understanding of the Sunshine State Standards content measured by state achievement tests, reading and interpretation of data, and use of data to improve student achievement. The rules may be phased-in and may not require an additional time-to-degree period. State-approved teacher preparation programs must include additional instruction.

The Commissioner of Education may waive rules for state approval of teacher preparation programs to allow institutions to use innovative techniques, while still being held accountable for providing competent graduates.

- **Initial state program approval by the Department of Education**

State-approved teacher preparation programs must include scientifically researched, knowledge-based reading literacy and computational skills instruction. Programs must be adopted to include the new uniform core curricula. The bill clarifies, for one of the prerequisites for admission to the program, that each student have a specified grade point average from a

college or university accredited by an association defined or otherwise approved by state board rule.

- **Continued program approval/Employer satisfaction**

Teacher preparation programs must guarantee the high quality of their graduates during the first 2 years immediately following graduation from the program or following initial certification, whichever occurs first. Educators who fail to demonstrate the required skills must be provided additional training by the teacher preparation program at no expense to the educator or the employer. The bill provides that the training must consist of a specific plan. The postsecondary educational institution is not responsible for the educator's employment contract with the employer. The bill adds to the areas included in the employer satisfaction survey.

- **Preservice field experience**

The bill authorizes district school boards to pay for student teacher internships.

- **Pilot pre-teacher/teacher preparation programs**

The bill provides for priority consideration for students obtaining academic degrees in mathematics, science, engineering, reading, or identified critical teacher shortage areas. Pilot programs must be designed to include a year-long paid teaching assignment at a low-performing school site during the 4th year of the state university teacher preparation program. Teacher education pilot programs for high achieving students may be authorized by the Commissioner of Education at colleges and universities with state-approved teacher education programs.

Section 13. Amends s. 1006.08, F.S., to require the support of district school superintendents for student discipline.

Section 14. Amends s. 1006.09, F.S., to require the support of school principals for student discipline.

Section 15. Amends s. 1009.59., F.S., to rename and revise the eligibility criteria and loan repayments for the Critical Teacher Shortage Student Loan Forgiveness Program. The program is renamed as the Teacher Student Loan Reimbursement Program and the focus is on qualified personnel with undergraduate or graduate degrees in mathematics, science, engineering, reading, or State board-designated critical teacher shortage areas.

Repayments to qualified applicants are intended to be made during the first full year of teaching in a publicly-funded Florida school and prorated if the if the teacher teaches at least 90 days during his or her first year of teaching. Repayments must be prorated as follows, based on the length of employment at a publicly-funded Florida school:

- Up to \$1500 for the 1st year;
- Up to \$2500 for the 2nd year;
- Up to \$3500 for the 3rd year;
- Up to \$4500 for the 4th year and subsequent years, up to a maximum of 10 years.

A teacher is eligible for reimbursement for up to 10 years if he or she continues to teach in a subject area or critical shortage area at a publicly funded Florida school. Recipients of state

scholarship loans or fellowship loans may not participate. The Department of Education is required to disseminate information about the program.

Section 16. Amends s. 1012.05, F.S., to require the Department of Education to provide for one-stop shopping for teacher career information (the First Response Center) and on-line support (the Teacher Lifeline Network). The bill authorizes the use of funds as incentives to recruit and prepare teachers who do not graduate from state-approved teacher preparation programs. The Commissioner of Education may contract with approved teacher preparation programs and others to provide intensive teacher training to enable individuals to pass the required examinations for subject area or coverage. The Commissioner must also evaluate the effectiveness of these training programs.

The bill specifies the contents of long-range plans developed by the department, in consultation with school district staff. The plan must address critical teacher shortage areas, as well as a model comprehensive induction program and a model peer mentoring program for designated teachers in the state. Also, it requires school districts to consider implementing specified elements of the long-range plan and an annual report by the Department of Education to the Legislature.

Section 17. Creates s. 1012.231, F.S., to require the State Board of Education to convene a statewide advisory council of teachers and other stakeholders to develop a long-range plan to implement a differentiated pay model for teachers in the 2005-2006 academic year. The bill specifies the members of the council and requires the Commissioner of Education to serve as the chair. The State Board must submit the council's findings and recommendations to the Legislature by January 15, 2004.

Districts, beginning with the 2003-2004 academic year, must present a plan to the State Board of Education (by September 1, 2004) for compensation of beginning classroom teachers, pursuant to legislative appropriation. The plans must provide for phased-in incremental implementation that maintains separation between years of service for each differentiated classroom teacher category.

To develop differentiated salary levels, the bill provides a policy framework that designates the following categories of classroom teachers:

- **“Associate teacher”** means a classroom teacher who has not yet fully validated all essential teaching competencies, including the educator-accomplished practices as established in State Board of Education rule or who have not qualified through reciprocal certification options identified in s. 1012.56(4), F.S., for subject area mastery.
- **“Teacher”** means a classroom teacher who has fully validated all essential teaching competencies, including the educator-accomplished practices as established in State Board rule, or who has qualified through reciprocal certification options in s. 1012.56, F.S.(4), for subject area mastery.
- **“Senior teacher”** means a classroom teacher who has demonstrated outstanding performance, as evidenced by improved student achievement, and who is responsible for leading others in the school as department chair, lead teacher, grade level teacher, intern coordinator or professional development coordinator. Senior teachers must serve as faculty for professional development activities, as determined by the State Board of Education.

- **“Mentor teacher”** means a classroom teacher who has demonstrated sustained outstanding performance, as evidenced by improved student achievement and other factors, as defined by the State Board of Education, and who serve as regular mentors to other teachers who are either not performing satisfactorily or who strive to become more proficient. To remain a mentor teacher, the teacher must serve as faculty-based professional development coordinators and regularly demonstrate and share their expertise with other teachers.

School districts may not assign a higher percentage than the district average of first-time teachers, temporarily certified teachers, teachers in need of improvement, or out-of-field teachers to schools with above the district average of minority and economically disadvantaged students or schools that are graded “D” or “F.” School boards may provide salary incentives to meet this requirement.

Section 18. Amends s. 1012.27, F.S., to make technical changes to the duties of district school superintendents.

Section 19. Amends s. 1012.56, F.S., to revise the time period (from 2 to 3 years) for which an official statement of status of eligibility for certification is valid. The bill eliminates the provision allowing the department to reissue these statements. The bill also revises the requirements for mastery of general knowledge, mastery of subject area knowledge, and mastery of professional preparation and education competence, as well as the provisions relating to temporary certificates. The bill revises the existing requirements for persons holding certificates from other states.

The bill revises the acceptable means of demonstrating mastery of knowledge (general and subject area) and professional preparation and education competence to include:

- Holding a valid standard teaching certificate issued by another state;
 - Holding a valid certificate issued by the National Board for Professional Teaching Standards.
- An acceptable means of demonstrating mastery of general knowledge and professional competence includes having documentation of 2 semesters of successful teaching experience in a community college, state university, or private college or university that:
- awards an associate or higher degree; and
 - is an accredited institution; or
 - is a higher education institution with a quality program identified by the Department of Education.

Applicants may demonstrate subject area master by completing subject area specialization requirements specified in State Board rule. The bill eliminates the requirement for completing these requirements at the graduate level. For applicants who hold certificates from other states, the bill eliminates the current experience and out-of-state examination requirements.

The bill requires revisions to the State Board of Education rules for mastery of professional education competence, as needed in accordance with the provisions for uniform core curricula. The bill deletes the provision requiring a temporary certificate holder to meet the mastery of general knowledge eligibility requirement within 1 calendar of employment under a temporary certificate. The temporary certificate may be extended for 2 additional years for an emergency, based on a prior written request.

Section 20. Amends s. 1012.57, F.S., to require district school boards to adopt rules to issue adjunct teaching certificates to qualified applicants. Qualified applicants are persons who demonstrate sufficient subject area knowledge by either passing a subject area test or having at least a major in the subject area to be taught.

Section 21. Amends s. 1012.585, F.S., to revise the renewal requirements for state-issued professional certificates and to correct a cross-reference for clinical educator training. Teachers holding national certification from the National Board for Professional Teaching Standards must complete a renewal application and submit a fee.

Section 22. Creates s. 1012.586, F.S., to authorize school districts to process applications for certification via website, including additions of subject area coverage or endorsement on the basis of specified criteria, as well as certain duplicate and reissued certificates. School districts may charge employees fees; however, the fees may not exceed the fees charged by the Department of Education. District school boards must retain a portion of the fee, as defined by State Board rule. The bill specifies the use of the portion of the fee sent to the department.

Section 23. Amends s. 1012.73, F.S., relating to the Florida Mentor Teacher School Pilot Program, to provide that teacher career development does not require graduation from a teacher preparation program.

Section 24. Amends s. 1012.98, F.S., to revise the provisions of the School Community Professional Development Act. The bill deletes the authority of school districts to identify additional members of the school community as well as the Department of Education's responsibilities for recruitment, preparation, and professional development of school administrative personnel. The mandated task force is also eliminated.

Section 25. Creates s. 1012.987, F.S., to authorizing a principal leadership designation and related incentives. Also, the bill requires a system for recruitment, preparation, and education leadership development of school administrative personnel. The bill specifies the program requirements and provides for alternative programs and for institutes.

Section 26. Creates s. 1012.561, F.S., the Fast Track Educator Certification Program, an accelerated educator preparation and certification program for mid-career professionals, dislocated professionals, and others who want to teach in Florida. Providers of approved teacher preparation programs and community colleges may provide these programs and are eligible for state and federal funds. Provider programs must be approved by the Commissioner of Education, according to specified criteria. Program participants must also meet criteria.

Section 27. Provides for the Commissioner of Education to develop a mentoring program and make recommendations to the Legislature for the 2004-2005 academic year.

Section 28. Provides an effective date of upon becoming a law.

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:**

School districts are authorized to charge fees for on-line processing of certificates. While the bill restricts the fees to the amount charged by the Department of Education, it does not specify a fee range with fee caps. Employees and applicants will be subject to these fees. Board certified teachers will be subject to renewal application fees.

B. Private Sector Impact:

Additional individuals are eligible to become teachers, under the bill's provisions. These individuals will benefit, to the extent that they ultimately become members of the teaching profession.

C. Government Sector Impact:

To the extent that the revised certification requirements for out-of-state teachers and others result in an increased pool of certified teachers, the public will benefit.

Rulemaking

The bill provides for rules by the State Board of Education, including rules related to ss. 1004.04, 1009.591, and 1012.56, F.S. As well the bill requires district school board rules for adjunct teachers, under s. 1012.57(1), F.S. The State Board and local school districts will incur some costs associated with adopting rules.

Waiver of Rules

The bill allows the Commissioner of Education to waive rules for state approval of teacher preparation programs to allow flexibility for institutions to use innovative techniques, while still being held accountable for providing competent graduates. Any fiscal impact will depend upon the specific rules that are waived.

Pilot Programs

Teacher education pilot programs for high achieving students may be authorized by the Commissioner of Education at colleges and universities with state-approved teacher

education programs. According to the Department of Education, there were approximately 29 institutions (public and private) with department-approved teacher education programs, as of October 2002. The numbers of programs and types of programs varies by institution. Current law provides that these pilot programs may only be implemented to the extent that they are specifically funded in the General Appropriations Act.

Teacher Student Loan Reimbursement Program/Critical Teacher Shortage Student Loan Forgiveness Program

Section 15 of the bill revises the provisions of the program. The Department of Education, from funds available, may make loan repayments on behalf of eligible individuals, according to specified thresholds for each of the four years. The estimated costs are as follows:

MAXIMUM REPAYMENT:	Teacher Student Loan Reimbursement Program
YEAR 1 \$1500	\$2,557,500
YEAR 2 \$2500	\$4,262,500
YEAR 3 \$3500	\$5,967,500
YEAR 4 \$4500	\$7,672,500

Estimates are based on 1,705 teachers for all four years. The number of teachers projected to participate in the revised program in 2003-2004 is based on the maximum number of teachers determined to be eligible in 2002-2003 for the Critical Teacher Shortage Student Loan Forgiveness Program. The Teacher Student Loan Reimbursement Program is based on the existing Critical Teacher Shortage program. Specific Appropriation 54 in SB 2500 (1st engrossed) contains approximately \$1.8 million for the Critical Teacher Shortage Program, with a maximum grant of \$1,468 to any student. The specific appropriation does not reference the renamed program.

Principal Executive Leadership

Under section 25 of the bill, the State Board of Education must adopt rules, including incentives, for school principals to earn a leadership designation. The Department of Education must develop a leadership development system. The cost for this provision is unknown at this time.

According to the Department of Education, there is no fiscal impact associated with the requirements for a long-range plan for recruitment and retention and there is a minimal fiscal impact for the Statewide Advisory Council's plan.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Amendments:

#1 by Governmental Oversight and Productivity:

Extends the loan repayment program to individuals in grades K-12 nonpublic schools recognized by the Florida Association of Academic Nonpublic Schools in critical teacher shortage areas.

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