

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.)

Date: February 4, 1998 Revised: \_\_\_\_\_

Subject: Education/Teacher Preparation Program

	<u>Analyst</u>	<u>Staff Director</u>	<u>Reference</u>	<u>Action</u>
1.	<u>Harkey</u>	<u>O'Farrell</u>	<u>ED</u>	<u>Favorable/CS</u>
2.	_____	_____	<u>WM</u>	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____

**I. Summary:**

This bill requires teacher preparation programs at state universities to offer all students the option of an internship with multiple field experiences in a school in an urban or rural disadvantaged area. Beginning in 1999-2000, the internship would provide experiences throughout the academic year. The bill also creates an urban and rural teaching residency for teachers who have had their initial license no more than two years and who have less than five months of full-time equivalency teaching experience.

This bill takes effect July 1, 1998.

This bill substantially amends section 240.529, Florida Statutes.

**II. Present Situation:**

Section 240.529, F.S., governs state approval for teacher preparation programs. The Department of Education (DOE) and institutions of higher education are required to develop a system to assist colleges of education to meet state-adopted standards. The Florida Education Standards Commission (ESC) has primary responsibility for recommending standards to the State Board of Education regarding teacher preparation, certification, and professional practice. At the direction of the Legislature, the ESC developed and recommended standards for approving teacher education programs and "Educator Accomplished Practices" that should be demonstrated at the pre-professional, professional, and accomplished levels. The ESC recommended that students be required to achieve the pre-professional competencies before completing a pre-service teacher education program. The Educator Accomplished Practices include, and expand on, the minimum competencies that were previously demonstrated through the professional orientation program and written certification examinations. Chapter 97-4, Laws of Florida, revised the standards for

state approval of teacher preparation programs and eliminated the professional orientation program. To retain state approval, teacher preparation programs must now require students to demonstrate professional competencies prior to graduation.

At present, the typical internship in teacher preparation programs at state universities consists of one semester in a school under the supervision of an experienced teacher. Under state standards and standards of the National Council for Accreditation of Teacher Education, the minimum length of an internship is ten weeks. Some programs include a longer internship. Before the internship, students have classroom field experience in lower division courses as well as upper division courses. With this field experience, students can become teachers without having experienced the school year from beginning to end.

Section 240.115, (6) F.S., limits the required college credit for a bachelor's degree to no more than 120 hours of college credit, unless the Board of Regents approves more hours. Section 240.209, F.S., gives the Board of Regents responsibility for approving or disapproving baccalaureate degree programs that exceed 120 semester hours.

Section 240.701, F.S. establishes incentives for urban or socially and economically disadvantaged area internships. The incentives provide funding for internships that are open to university students in all disciplines, including business, education, physical science, social science, the liberal arts and the fine arts. The Legislature provided \$200,000 per year, from 1994-95 through 1996-97, for incentives for urban internships for university students. The 1997 Legislature provided \$325,000 for the urban internships for 1997-98. The additional \$125,000 pays for 28 teaching residencies at public schools in Dade and Duval counties during the second semester of the 1997-98 school year. The internships and residencies are implemented at the University of North Florida.

### **III. Effect of Proposed Changes:**

The bill requires teacher preparation programs at state universities to offer all students the option of an internship with multiple field experiences in a school in an urban or rural disadvantaged area. Beginning in 1999-2000, the internship would provide experiences throughout the academic year. The multiple field experiences afford flexibility to the institutions and the various teacher preparation programs, while at the same time giving students a better understanding of the full school year in a classroom.

The bill also creates an urban and rural teaching residency for teachers who have had their initial license no more than two years and who have less than five months of full-time equivalency teaching experience. Beginning in 2000-2001, this residency would provide a second phase of supervised classroom experience to follow an urban internship for selected teachers. The total number of teaching residencies would be limited to 200 statewide, with a maximum of 20 per university in the state university system. Teaching assignments for the residents would be no more than 80 percent of a full-time equivalent teaching assignment. The residents would be members of the local bargaining unit and would be covered by the terms of the contract. Those

who successfully complete the residency and teach in an urban or rural school will receive a \$3,000 supplemental stipend each year they teach as long as the residency program is funded by the Legislature.

**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:

None.

C. Government Sector Impact:

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In the residency program proposed in the bill, the residents teach for 80 percent of a full-time equivalent teaching load, and replacement teachers would teach the remaining 20 percent. If colleges of education and school districts administer the residency program within their existing budgets, the cost of the first year of the program would be approximately \$1,680,000 for the replacement teachers and \$100,000 for program coordination and evaluation.

After the first year, the cost of the \$3,000 stipends for residents who go on to teach in a disadvantaged urban or rural area would be added to the cost of the residency program. If 200 residents went on to teach in a disadvantaged school in an urban or rural area, the stipends would cost \$600,000. And if teachers received a 3 percent raise, the cost of replacement teachers would be \$1,730,400. If program coordination and evaluation cost \$100,000, the cost of the second year of the program would be \$2,430,400. The cost would increase each year if former residents continued to teach in a disadvantaged school.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Amendments:**

None.